DOCUMENT RESUME

ED 083 840 FL 003 987

AUTHOR	Davison, Walter
TITLE	Sound to Speech: A Pronunciation Manual for English as a Foreign Language.
INSTITUTION	Pittsburgh Univ., Pa.
PUB DATE	[Jan 73]
NOTE	140p.
AVAILABLE FROM	University Center for International Studies, 224 Social Science Building, University of Pittsburgh, Pittsburgh, PA 15213 ($4.50)
EDRS PRICE	MF-$0.65 HC-$6.58
DESCRIPTORS	Articulation (Speech); Audiolingual Methods; Communication (Thought Transfer); Consonants; Cultural Education; *English (Second Language); Idioms; Instructional Materials; *Language Instruction; Language Patterns; *Manuals; Oral Expression; Pattern Drills (Language); *Pronunciation; *Second Language Learning; Semantics; Sentence Structure; Speeches; Vocabulary; Vowels

ABSTRACT

The main objective of this manual, which contains 39 lessons, is to provide interesting exercises for practice in English segmental phonemes. Sounds are taught first within the context of individual words with emphasis on aural recognition and oral reproduction. The vocabulary is then used within the context of phrases and sentences to accustom the student to natural language rhythm and meaning. The drills also attempt to develop an appreciation for language idiom and culture. The text is recommended for use with "English Sounds and Their Spelling", on whose structure it is based. A table of contents and index to sounds and key exercises are included. (DD)

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SOUND ~~TO~~ SPEECH

A Pronunciation manual for English as a foreign language

by

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Published by: English Language Institute and
University Center for International Studies
University of Pittsburgh
Pittsburgh, PA 15213

FL 003 987

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Preface

Teachers of English as a foreign language certainly teach English, but they also, perhaps unwittingly, teach culture. For many of our international students of the English Language Institute of the University of Pittsburgh and similar institutions, the classroom is the first major continuing contact these students have with North American culture.

Walter Davison feels strongly that language and culture are nonseparable and that the introduction to our culture in the classroom should be goodnatured and pleasurable in addition to being challenging. He has attempted to write pronunciation drills which contain a mixture of humor and social comment about our culture in order to teach what he feels can easily become a dull subject. Certainly it is the individual teacher's responsibility to provide a pleasant atmosphere in the classroom, but good materials can also influence the general mood. What I like about this manual is that, apart from its solid foundation of sound audio-lingual techniques, it contains a personal comment about contemporary culture; it is indeed an attempt to bring meaning into the production of sound.

The manual has been used in experimental versions during eight terms in the English Language Institute, and modifications suggested by its use were incorporated in the work before its appearance in its present form.

The author, Walter Davison, has been involved in teaching English as a foreign language for the past seven years both abroad and in the United States. He is presently Director of the University of Pittsburgh's Language Laboratory as well as an instructor in the English Language Institute.

Christina Bratt Paulston
Director
English Language Institute

Introduction

The organization of this manual is based on English Sounds and Their Spellings[1] by Allen, Allen, and Shute. The numbering system for representation of the vowels is also theirs. For a convincing justification of this numbering system, one should refer to the Allen, Allen, and Shute text and to Robert Allen's article "On the Use of Numbers in a Pronunciation Key."[2] The use of English Sounds and Their Spellings as a co-text is recommended, especially for beginning classes; for intermediate and advanced classes, the book will be useful at least for the instructor.

The main objective of Sound ~~to~~ Speech is to provide interesting exercises for practice of English segmental phonemes as they are presented in English Sounds and Their Spellings together with additional material not covered therein. I have also included sagittal caricature drawings which are sometimes useful in helping the non-English speaker understand and imitate American pronunciation of individual sounds.

Sounds in Context

Sounds should be taught first within the context of individual words, and then within the context of phrases

[1]Allen, Robert L., Virginia F. Allen and Margaret Shute, English Sounds and Their Spellings, Thomas Y. Crowell Co., New York, 1966.

[2]Allen, Robert L., "On the Use of Numbers in a Pronunciation Key," in NAFSA STUDIES AND PAPERS, no. I, English Language Series, Numbers 3 & 4, April, 1958.

and sentences — never as isolated phonetic units. In this book there are many lists of words which share some speech sound. Usually a parallel list appears containing words which contrast minimally with the sound being learned, providing numerous 'minimal pairs'(see following section) for practice in discrimination and production of both vowels and consonants. The student need not know the meanings of all the contrasted words, some of which are rare and included only because they illustrate useful contrasts. What is essential is consistent recognition and acceptable pronunciation of these words, and thus of distinctive sound contrasts. The student should, on the other hand, know the meanings of words within phrases and sentences because these phrases should be read with full understanding of their meaning in order to insure natural speech.

Vocabulary selection for a pronunciation text is a difficult problem. Not only would the text tend to become rather tedious with a severely restricted set of lexical units, it would also be hard to provide natural sounding sentences to practice the full range of English sounds. In any event, the non-English speaker will certainly meet many new words when he opens a textbook on almost any subject. The sooner he is accustomed to dealing with new vocabulary units, the sooner he will be able to adjust successfully to a new language. Students should be encouraged to look up or discover from contextual clues the meanings

of unfamiliar words before going over the pronunciation exercises in class.

The instructor will find many idiomatic and colloquial expressions in the manual. These expressions will often have a practical value in that they are commonly heard in everyday conversations. There are also occasional English puns. Some of these common expressions and puns can provide asides of general interest to the student as well as a break from the class routine.

Recognition Drills and Minimal Pairs

The first step in learning to pronounce a foreign language is to be able to recognize the significant differences in the sounds of that language. Only after the recognition level has been reached can the student progress to the second step — correct pronunciation.

If I cannot hear the difference between the initial aspirated /t^h/ and unaspirated /t/ sounds in the Thai language, I will surely not be able to pronounce them correctly. A drill to remedy a recognition problem may use 'minimal pairs' — words which are distinguished from each other by a single sound as in chin-shin, late-rate, or seat-sit. For the two significantly different sounds /ch/ as in chin and /sh/ as in shin, a list of words that differ only in these sounds can be set up.

1. /sh/	2. /ch/
sheep	cheap

ship	chip
shop	chop
shin	chin
cash	catch
wish	witch

The teacher may label those words with the /sh/ sound as 'number one words' and those with /ch/ as 'number two words.' Then, as the teacher pronounces the words, the class responds by signifying whether a 'number one word' or 'number two word' was said. Once there is recognition of the difference between /sh/ and /ch/, the students will be able to progress to the production drill stage where they actually pronounce the sounds. The same exercise can be used for both a production drill as well as for a recognition drill. But this does not mean that every student should first go through a recognition drill followed by a production drill. In classes where there are students who have different native-language backgrounds, some will have difficulties with a given sound, but others may not. It is for this reason I recommend that a production drill precede the recognition drill. Those students who really need the help can then be identified quickly and efficiently, and time is not wasted on students who need no help with the sound in question. In this manual production drills immediately follow the introduction of a new sound.

Varied Activities

A continuing problem in teaching pronunciation class

is boredom. If a class meets once or twice a week, this problem may not arise, but it becomes quite evident in a class which meets four or more times per week as in intensive English programs. This is a difficulty not only for the student but for the teacher as well. To avoid boredom, the instructor must vary the activities of the class. In practice, this means that he may want to depart from both English Sounds and Their Spellings(which, according to the authors' instructions, should not be used for more than a few minutes each day) and Sound ~~to~~ Speech. Frequent dictation quizzes help, but they alone, although valuable, are often not enough. It has been my experience that speech making is an activity that not only puts things into perspective but is also an interesting, informative, and even exciting occasion for the students. Brief outlines may be prepared by the students for use as reference during the talks. The speech, often no more than three to seven minutes long, may then be followed by questions from the class so that all have an opportunity to participate each time a speech is given. The instructor may take notes both on the student's pronunciation and on his ability to express himself in English, thus providing for a more holistic approach when discussing the talk afterwards. Communication is, after all, the main and final goal in our language classes though the points in focus will differ from class to class.

Three Tracks in Pronunciation

The process by which our students acquire correct pronunciation of English segmental phonemes proceeds along one of three tracks. (The discussion below is summarized in chart form at the end of the Introduction.)

Track one

The teacher describes the sound and provides a pronunciation model in the context of single words for the student to imitate. If the student pronounces the sound correctly as judged by the teacher, and in the case of 'track one' the student is successful, then practice of the new sound in the context of phrases and sentences follows. Other problems will, of course, be met in phrases and sentences, such as intonation and rhythm patterns, but the immediate objective is correct pronunciation of the sound which was presented. If all students could follow 'track one' as given here, there would, of course, be little need for pronunciation classes.

Track two

'Track two' will initially be the same as 'track one' except that instead of producing the sound correctly, the student says it wrong. If he pronounces a sound which is similar to another English sound instead of the one he is supposed to say, then he probably cannot hear the difference between the two. This situation calls for aural recognition drills using 'minimal pairs' until he can distinguish

the two English sounds. Once the student can distinguish the sounds, he should again be led through the single-word production drill with the instructor's pronunciation as a model. Hopefully, he will now be able to produce the sound correctly. Practice can then be given with phrases and sentences.

If the student still cannot adequately produce the sound even though he can recognize the difference between it and similar sounds in English, the next step is to further describe or explain the sound. It is at this point where the teacher's experience and inventiveness are important. The exact problem must be identified so that corrective action can be taken. The diagnosis of the problem may be based on the teacher's knowledge of what is likely to be the trouble given the student's native language plus what the teacher hears, or alternatively, the teacher must be able to determine what is wrong just from listening to the student's pronunciation. Voicing or the absence of voicing may be causing a problem; the position of the tongue may be wrong; or the manner of pronunciation may be wrong, that is, the student may say a /t/ sound instead of an interdental fricative /th/ for the initial sound in <u>think</u>. Drawings of the relative tongue positions may help some problems. Analogies are also helpful: the /ch/ sound as in <u>chin</u> might be profitably described as a /t/ sound plus a short /sh/ pronounced together. The stu-

dent may be able to pronounce the vowel sound in cat if he smiles while he says the word. The American English /r/ sound as in red can be pronounced perhaps with the warning that the tongue should not touch the roof of the mouth. If this fails and class circumstances permit, some object such as a pencil inserted into the mouth will effectively keep the tongue away from the palate and alveolar ridge area.

Again, once the student can produce the sound in single words, practice within the context of phrases and sentences should follow.

Track three

In some cases the student will not be able to imitate the teacher's pronunciation because the sound is not in his native language though no confusion exists between the sound and similar English sounds. In this situation, further explanation and description is needed.

A Chinese student may not have realized that the tongue position for the English /sh/ sound as in shin is further back in the mouth than it is for the Chinese /sh/ sound. A student whose native language has dental stops rather than alveolar ones will have to be reminded not to touch his teeth with his tongue when pronouncing an English /t/ or /d/. The 'th' interdental fricatives as in then and think are a problem for almost every student. A /t/ or /s/ sound will often be substituted for the voiceless /th/

sound as in think while a /d/ or /z/ sound will be substituted for the voiced /TH/ sound as in then. The students will need to remember to put the tongue between the teeth for these sounds. Practice for all the sounds which are difficult is of prime importance.

Simple imitation of the teacher's pronunciation will remain as the primary method of learning new sounds. It is when imitation fails that other techniques must be brought in.

The Teacher's Pronunciation

I would like to mention one last point: the pronunciation of English by the teacher. Sometimes the instructor is so interested in having the students understand every word of what he is saying from the very beginning that he will begin to talk to the students in what may be called "Understandable English for Foreigners." That is, instead of talking normally, the teacher will tend to slow his speech and to adjust it so that each word is pronounced as if out of context from the rest of the sentence. What the instructor is doing besides slowing his pronunciation, nowever, is changing the phonetic quality of the stream of speech. To take just one common example, words with a medial 't' sound as in water, city, Betty, matter, latter, greater, and many, many other words of this type will all tend to be pronounced with an aspirated 't' where hardly any native speaker of American English has an aspirated

't' sound. A teacher who speaks in the "Understandable English for Foreigners" tongue will be doing his students a disfavor. As soon as pronunciation class is over, and the non-English speaker goes to the Student Union or other place where he is likely to meet and talk with native American English speakers, he soon discovers that he must relearn English pronunciation so that he can communicate with someone besides his English teacher.

Sometimes, of course, we can help a student comprehend and produce a new sound by giving him a slower model, but the normal sounds should not be altered, and as soon as the student grasps the pronunciation of a word with a new or difficult sound, he should use it in a phrase or sentence at normal speed.

If the instructor has as his teaching objective communication with native speakers, and not merely the pronunciation of each word in isolation, he will indeed be helping his students to master our language.

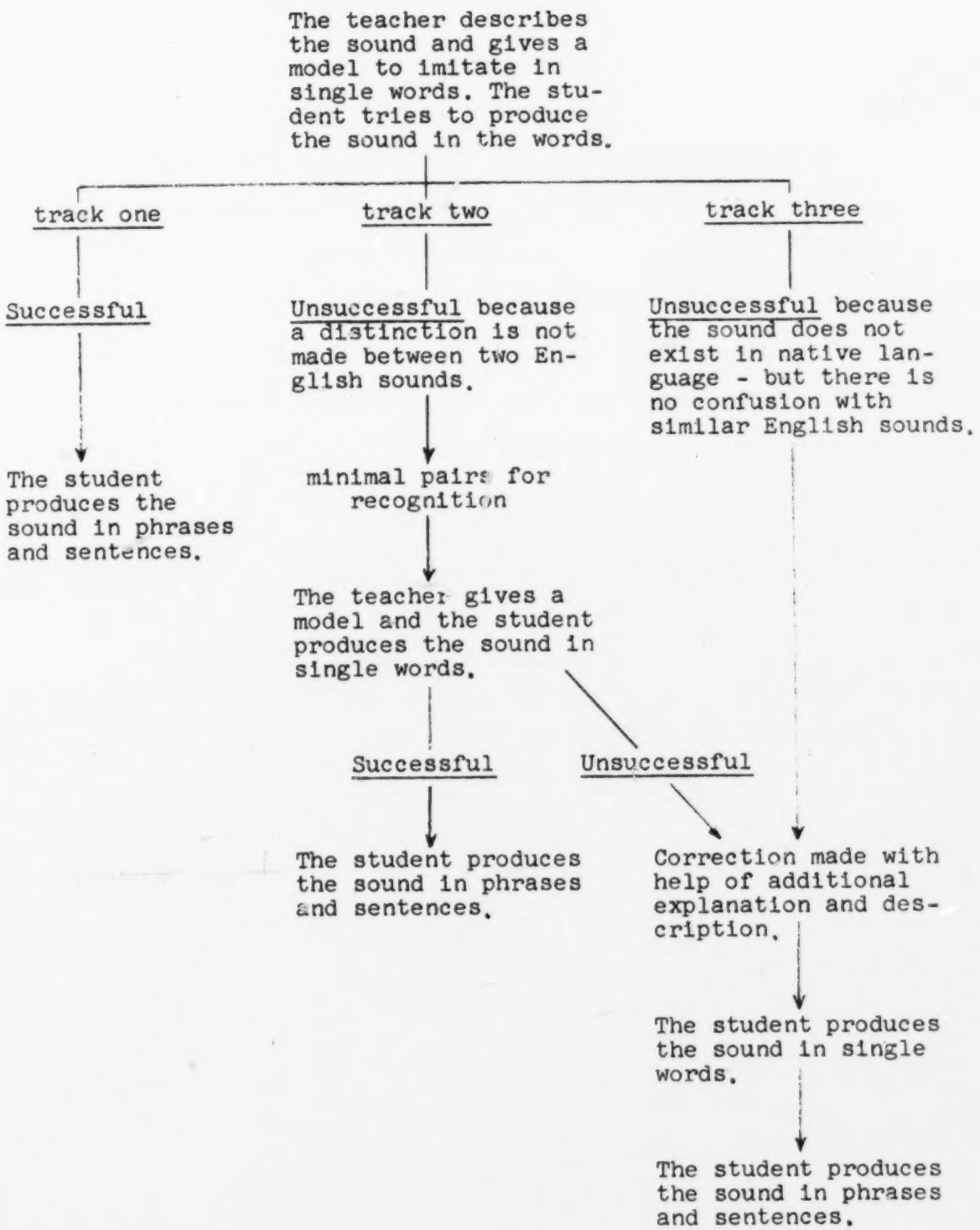
Acknowledgments

There are a number of people who assisted me in the writing of this manual. First, I would like to thank the many international students who unknowingly helped me with this material as it was presented in class. I also want to thank the staff of the University of Pittsburgh's English

Language Institute for their comments and criticism. I am indebted to Lois Wilson who read the entire manuscript and offered detailed suggestions for its improvement. Sally Thomason gave me some stylistic suggestions for an earlier version of the Introduction. I am also indebted to William E. Norris for his insightful comments regarding both organization and content of this manual. And a special thank you should go to Christina Bratt Paulston without whose encouragement and enthusiasm this manual would not have been written.

W.D.

Three Tracks in Pronunciation


The teacher describes the sound and gives a model to imitate in single words. The student tries to produce the sound in the words.
track one
track two
track three
Successful
Unsuccessful because a distinction is not made between two English sounds.
Unsuccessful because the sound does not exist in native language - but there is no confusion with similar English sounds.
The student produces the sound in phrases and sentences.
minimal pairs for recognition
The teacher gives a model and the student produces the sound in single words.
Successful
Unsuccessful
The student produces the sound in phrases and sentences.
Correction made with help of additional explanation and description.
The student produces the sound in single words.
The student produces the sound in phrases and sentences.

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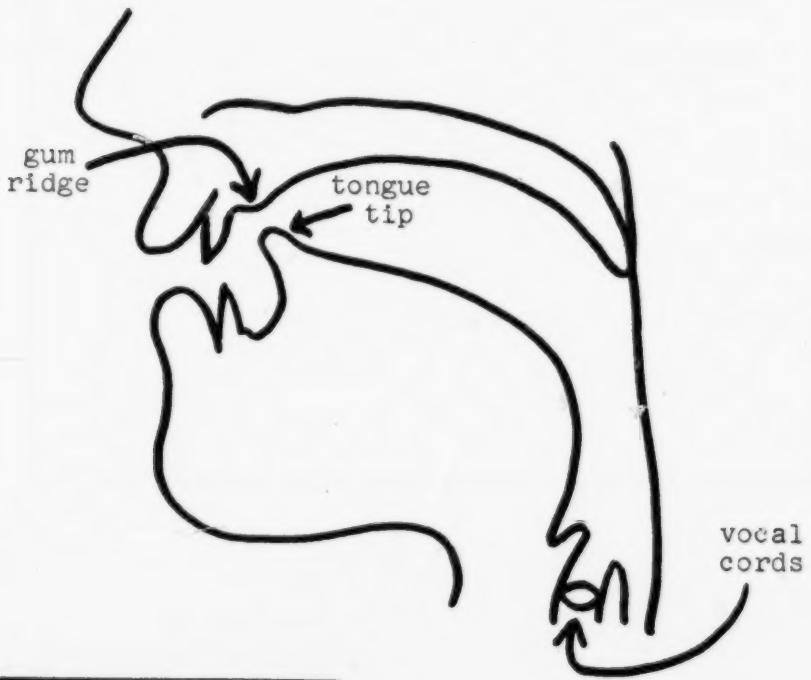
/m/, /n/, /t/, voiced & voiceless sounds

LESSON O

This diagram shows some important parts of the mouth which you will need to know for the pronunciation of English sounds.



Voiced and Voiceless Sounds

If a sound is voiced, then the vocal cords vibrate. If a sound is voiceless, then the vocal cords do not vibrate. There is an easy way to find out if a sound is voiced or voiceless. Put your hands over your ears and pronounce 'z'. Do you hear a buzzing sound? The sound you hear is caused by the vibration of the vocal cords in your throat. The /z/ sound is a voiced sound.

Now pronounce 's'. Put your hands over your ears again. Do you hear the same buzzing sound? No, because the vocal cords do not vibrate. The /s/ sound is voiceless. Pronounce both the sounds, /z/ and /s/. Do you hear the difference?

The chart on the next page lists the voiced and voiceless sounds of English.

Voiced Sounds

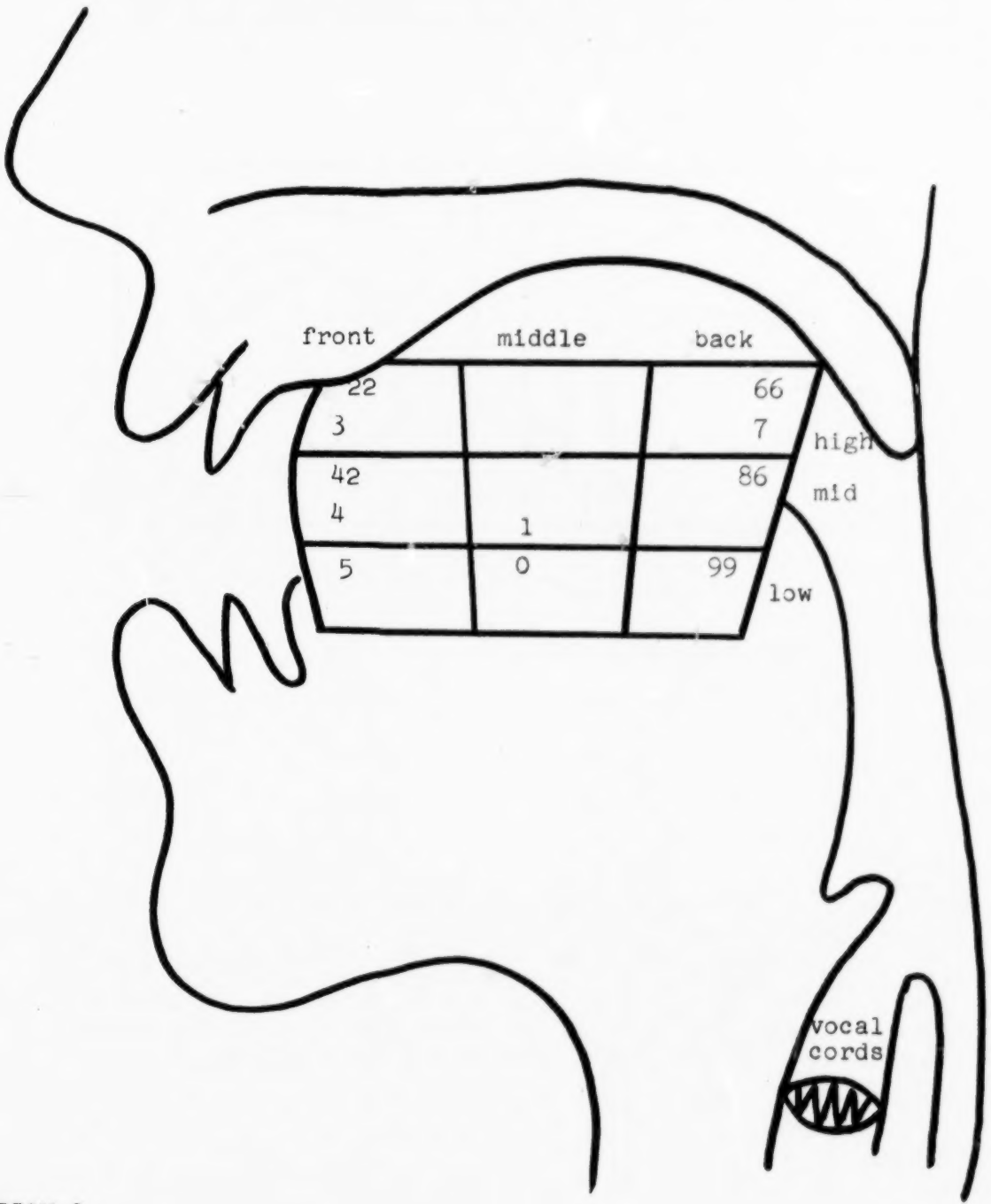
Vowels: ALL VOWELS ARE VOICED IN ENGLISH

Consonants:	b	d	g	j	
	v	TH	z	zh	
	m	n	ng		
	w	y	l	r	

Voiceless Sounds

Consonants:	p	t	k	ch	
	f	th	s	sh	h

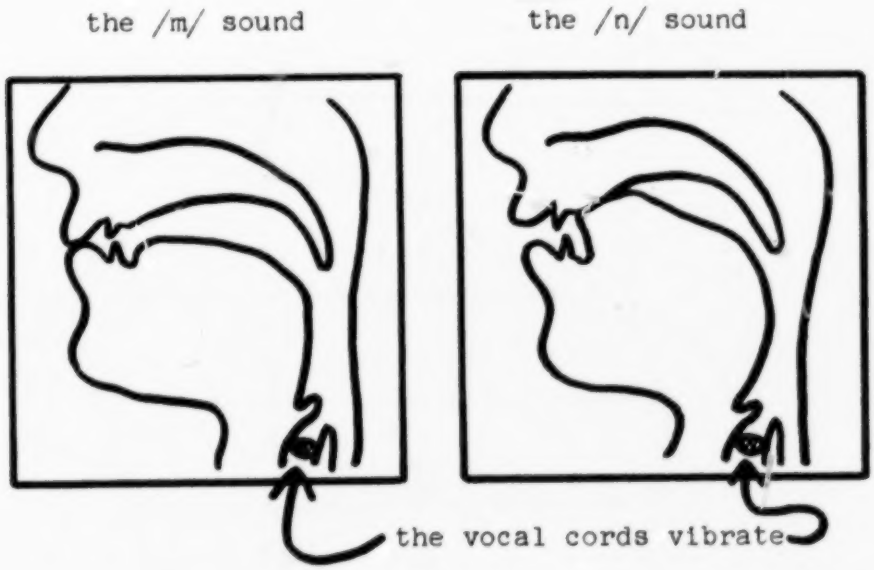
This chart shows the tongue positions for American English vowels. The numbers represent the vowel sounds. These numbers are placed on the chart to indicate where the highest part of the tongue is located when making each vowel sound. The vowel sounds will be presented one by one in the following lessons.



/m/ and /n/

A. The consonant sound /m/ is a voiced nasal. During the pronunciation of /m/, the lips are closed, the vocal cords vibrate, and the air goes out through the nose.

The consonant sound /n/ is also a voiced nasal. But instead of closing your lips, you should press your tongue tip against the gum ridge. The vocal cords vibrate and the air goes out through the nose.

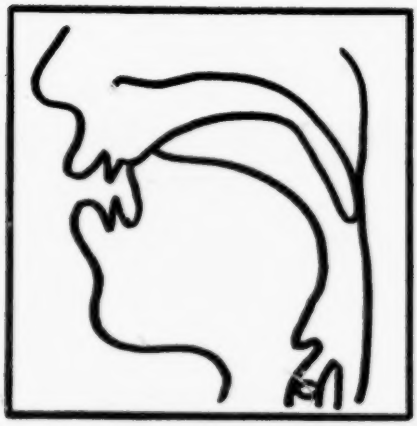


Pronounce the following words.

mum	Hun	sun	mom
rum	run	nun	Tom
hum	pun	bum	Don

/t/

B. Notice the position of the tongue when the /t/ sound is pronounced(picture on following page). The tongue tip is pressed against the gum ridge. The tip of the tongue does not touch the teeth. When American English speakers pronounce the /t/ sound at the beginning of a word, it is pronounced with a puff of air. Many languages do not have this kind of /t/ sound. Some people describe this kind of /t/ as a strong 't'.



This is the tongue position for the /t/ sound. You should notice that the tongue does not touch the teeth. The tongue position for the /d/ sound is the same as the /t/ sound. What is the difference between the /t/ sound and the /d/ sound?*(Look at the bottom of this page for the answer.)

Pronounce the strong 't' in the following words. Do not touch your teeth with your tongue.

top	test	ten	tip
tub	tot	Tim	toss
Tom	ton	tuck	type

/t/

C. When the /t/ sound is at the end of the word, it is not pronounced with a puff of air. In comparison to the strong 't' at the beginning of the word, the /t/ at the end of the word is a weak 't'. The weak 't' is often so 'weak' that when words ending with the /t/ sound are at the end of a sentence, many native speakers will begin to pronounce it by placing the tongue against the gum ridge, but they do not release the air to complete the sound. You should try to imitate your teacher's pronunciation as accurately as possible.

Pronounce the following words with a weak 't'. Remember, do not touch your teeth with your tongue.

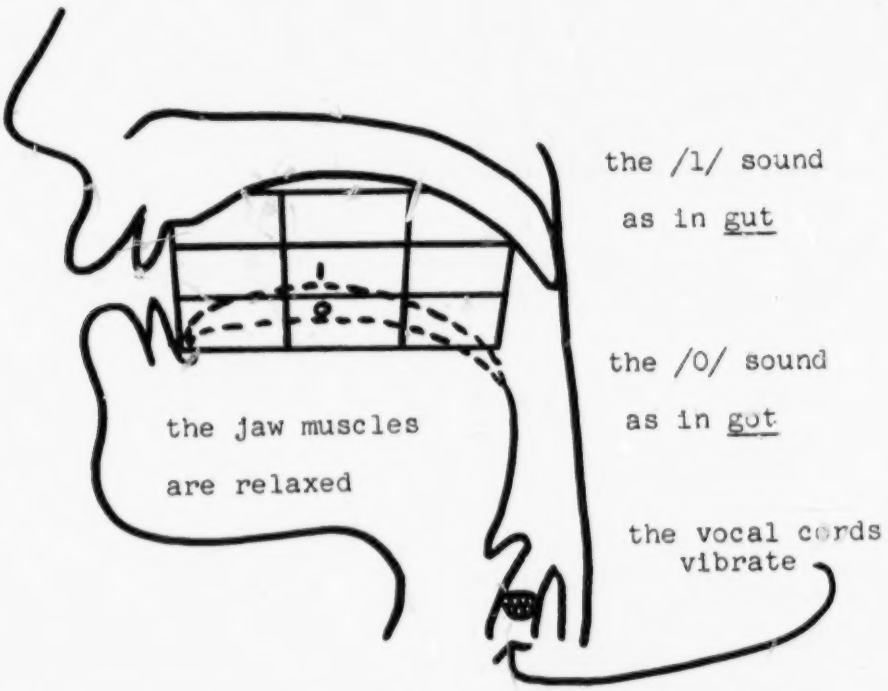
pot	shut	got	not
rut	shot	gut	nut
rot	cut	but	hut
cot	lot	mutt	putt

* The /d/ sound is voiced. The /t/ sound is voiceless.

the vowels /O/ and /1/, /g/

/O/ and /1/

Look at the difference in the tongue positions for the number zero sound(/O/) and the number one sound(/1/). The mouth is open wide for the number zero sound. But for the number one sound, the mouth is only half open.



/g/

The following diagram shows the tongue position for the /g/ sound. The /g/ sound is a voiced sound. What other sound has an identical tongue position?* (See bottom of page.)

the /g/ sound
as in got or
goatsucker(a kind
of bird)

*the /k/ sound

/O/ vs /l/

A. Pronounce the following pairs of words.

got	gut	not	nut
rot	rut	dock	duck
sock	suck	mom	mum
cot	cut	tock	tuck
Ron	run	pot	putt
bomb	bum	wander	wonder

/O/ vs /l/

B. Read each of the following sentences twice, first using the word (a) and then (b). Then read the sentences again using either word (a) or (b). Another member of the class can try to identify the word you used.

1.(a. bomb)(b. bum) A _____ can cause a lot of damage.

2.(a. mom)(b. mum) My _____ got lost in the crowd.

3.(a. cot)(b. cut) The _____ made him uncomfortable.

4.(a. wander)(b. wonder) I often _____ about my country.

5.(a. cop)(b. cup) Tell me, did you see the _____?

6.(a. lock)(b. luck) It was that bad _____ of his that caused the accident.

7.(a. dock)(b. duck) If that's a _____, I'll eat my hat!

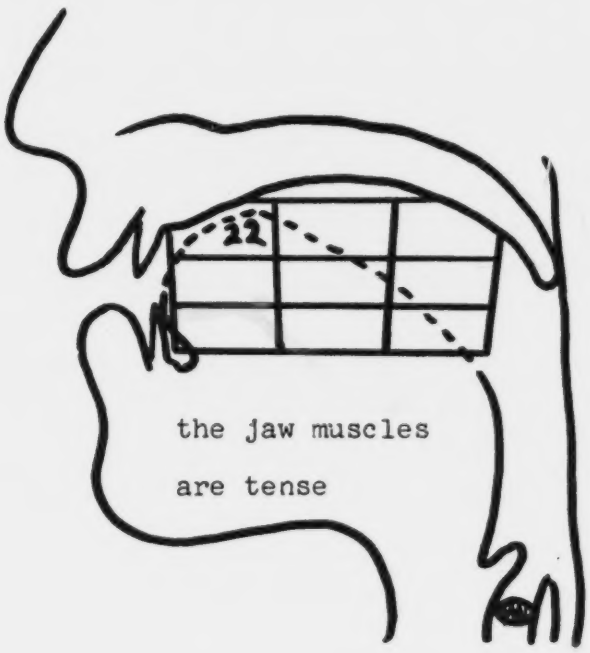
8.(a. shot)(b. shut) The unpleasant man _____ his wife in the bedroom.

9.(a. lock)(b. luck) She depends on her _____ to avoid burglars.

QUESTION: What is the difference between the number zero sound and the number one sound? (See page 6.)

/22/

The following diagram shows the tongue position for the number two-two sound. The tongue tip touches the lower teeth. The lips are spread and the mouth is almost closed. This sound is a tense vowel. A tense vowel is one for which the muscles of the upper throat and lower jaw are not relaxed.



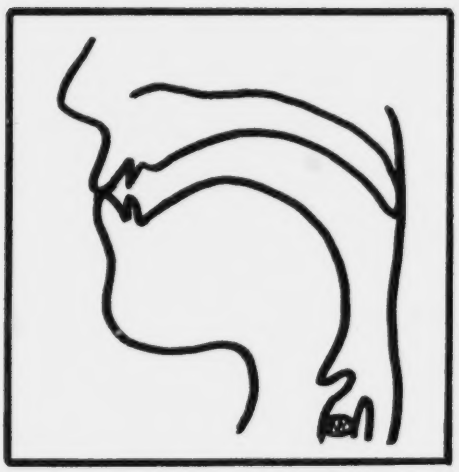
/22/

A. Pronounce the following words with the number two-two sound.

meat	a deed	meet
a beam	deem	a beet
need	a team	neat

/b/

B. The voiced consonant /b/ is produced by completely closing the lips, then suddenly opening them with a breath of air. The diagram on the following page shows the lip position and the vocal cords which vibrate.



the /b/ sound

as in bee or

bighearted

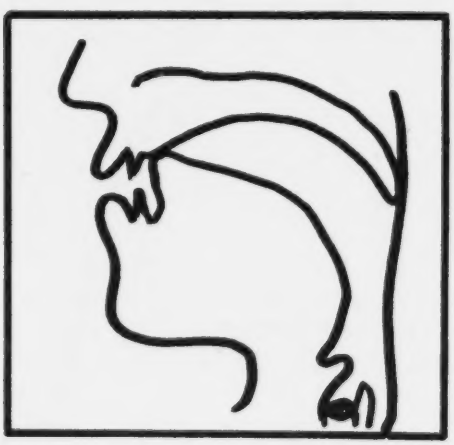
the vocal cords vibrate

Pronounce the following words. Be sure that your lips are completely closed when pronouncing the /b/ sound.

a bee	a mean mob	a boss
a bomb	a beast	Bob
a bus	a bum	a tub

/d/

C. The voiced consonant /d/ is produced by pressing the tongue tip against the gum ridge. The tongue does not touch the teeth. The sound /d/ and the sound /t/ have the same tongue position. The difference is that the /d/ sound is voiced and the /t/ sound is voiceless. The tongue position for /d/ is shown below.



the /d/ sound

as in duck or

devilfish

the vocal cords vibrate

Review

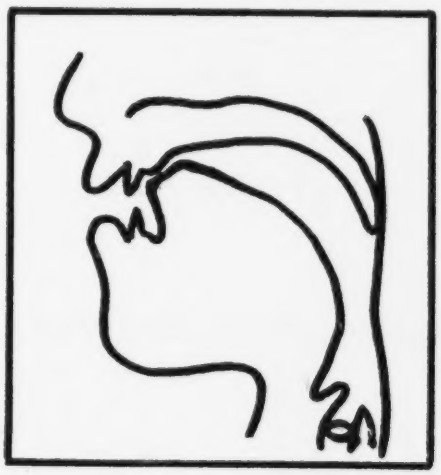
D. Pronounce the following words and sentences.

a duck	mud	He beat Don.
a dock	mod	We need Dot.

1. He's my buddy.
2. That girl has a beautiful body.
3. That boy has a beautiful body.
4. Women's Lib is not dead.
5. Don usually wears Indian beads.
6. The bomb is a dud.
7. BOOM!!!!!!! The bomb wasn't a dud.
8. Did you ever see a sentence that was written downwards?

/s/

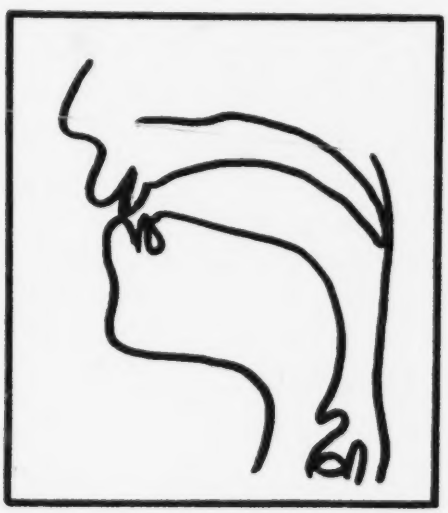
The consonant /s/ is a voiceless sound. In the pronunciation of the /s/ sound, the sides of the front part of the tongue are pressed against the upper side front teeth. The middle of the front part of the tongue forms a small groove through which the air is released. When the /s/ sound is pronounced, you can hear a hissing sound.



the /s/ sound
as in seem or
simpleminded

/f/

The consonant /f/ is a voiceless sound. The lower lip is pressed against the upper front teeth. The air is then forced out of the mouth between the lower lip and the upper teeth.



the /f/ sound
as in feed or
ferryboat

/s/ and /f/

A. Pronounce these words.

seem	sit	some	sum
sin	son	sob	sod
sun	Sid	Sis	sub
bus	fuss	miss	niece
feed	fib	fin	fun
muff	beef	buff	miff

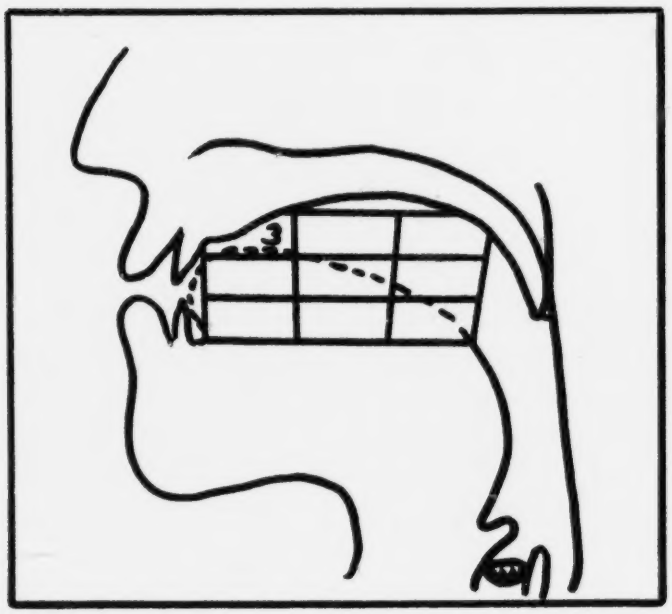
/s/ and /f/

B. Change the following sentences to questions.

1. He'll miss the bus.
2. The sum of two plus two is four.
3. Sid seems to be sick.
4. Sonny always makes a fuss.
5. He eats some beef every day.
6. We feed the birds.
7. Sis misses her niece.

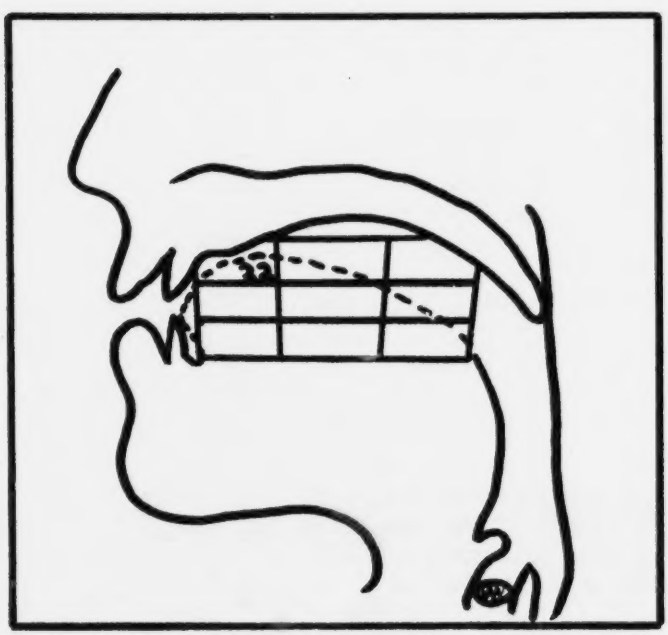
/3/

The first diagram below shows the tongue position for the number three sound. The muscles of the jaw and upper throat are more relaxed than they are for the /22/ sound. The tongue is also lower than for the /22/ sound. Look at the difference.



The number /3/ sound is pronounced with relaxed muscles of the jaw and throat.

the /3/ sound as in bit



The number /22/ sound is pronounced with tense muscles of the jaw and throat.

the /22/ sound as in beat

/22/ vs /3/

C. Pronounce the following pairs of words.

teen	tin	deem	dim
meat	mitt	feet	fit
seat	sit	team	Tim
dean	din	bead	bid
bean	bin	neat	knit

/3/ and Review

D. Here are some words that have the vowel sounds that were introduced in LESSONS 0, 1, 2, and 3.

/22/	/1/	/3/	/0/
teen	ton	tin	
seat		sit	sot
team	tum	Tim	Tom
neat	nut	knit	knot
dean	done	din	Don
bean	bun	bin	Bonn
deem	dumb	dim	
seed		Sid	sod
beam	bum		bomb
Pete	putt	pit	pot
	cut	kit	cot

/22/ vs /3/

E. Read each of the following sentences twice, first using the word (a) and then the word (b). Then read the sentence again using either (a) or (b), and another member of the class can try to determine which word you used.

1.(a. dean)(b. din) It's impossible to study because of the _____.

2.(a. bead)(b. bid) It's John's _____, not Jim's.

3.(a. neat)(b."knit") Walt has a _____ sweater.

4.(a. meat)(b. mitt) If you'll just give me that _____, I'll go home.

5.(a. feet)(b. fit) Did you say 'feet' or 'fit'? I said _____.

6.(a. seen)(b. sin) All that happens in the world is not _____.

7.(a. beet)(b. bit) I would be surprised if you couldn't move a little _____.

8.(a. seed)(b. Sid) If it's _____ you want, then you'll have to go to the store on the corner.

/f/

F. Pronounce these phrases.

four feet	a field of fig trees
a big fist	a fish has fins
a fine feast	this beef is tough
a lot of fun	a tuition fee

/22/ and /3/

G. Pronounce these sentences.

1. Pete and Tom seem to be sick.
2. Jean is a teen-ager.
3. The swimming team won by thirteen points.
4. My feet are too big for these shoes.
5. Sid sometimes reads while sitting under a dim light.

6. These are flower seeds.
7. His room is always neat and clean.
8. Tim had some green prayer beads.
9. The Dean of our school quit.
10. Have a seat, I'll be with you in a minute.

/4/

The following diagram shows the tongue position for the number four sound. The lips should be spread as in the pronunciation of the /22/ and /3/ sounds. The jaw is lower than for the /22/ and /3/ sounds and the mouth is open more. Compare the diagram below with the diagrams for the /22/ and /3/ sounds on page 13.

the /4/ sound

as in bet

/4/

A. Pronounce these words.

pet	den	red	hem
get	send	bed	gem
bet	ten	wed	them
set	bend	led	stem

/4/ and Review

B. Read each of the following sentences twice, first using word (a) and then word (b). Then read the sentence again, using

either word (a) or word (b), and another member of the class can try to identify the word.

1.(a. again)(b. a gun) Can you shoot _____?

2.(a. net)(b. nut) The goat ate the _____.

3.(a. get)(b. gut) If the robbers _____ the store, call the cops.

4.(a. beds)(b. buds) Life is not full of _____ of roses.

5.(a. bet)(b. bit) Would you like to make a little _____ on that?

6.(a. ten)(b. tin) The _____ cans are on the shelf.

7.(a. feat)(b. fit) It was the greatest _____ of his lifetime.

8.(a. sinning)(b. sunning) The woman found her husband _____ on the patio.

9.(a. pet)(b. pot) If the landlady finds out about that _____, she'll kick you out.

Review

C. Read the following sentences. Be careful of the underlined words.

1. Gus did the dirty deed and now he's dead.

2. This small hut is hot.

3. I like to hum when I hem my skirts.

4. Pete is a student at Pitt.

5. Ron doesn't like to run.

6. I think he's going to eat it.

7. The dead duck was lying on the dock.

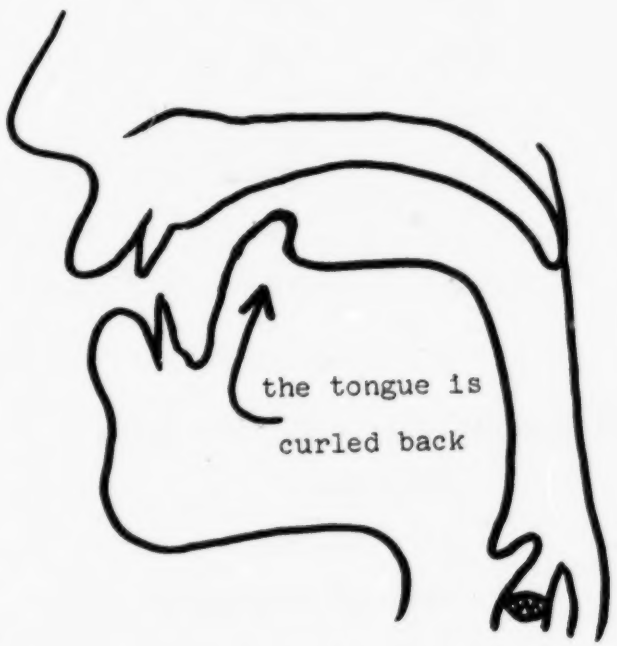
8. Don't seek to be sick, or you will be.

9. His son had never seen such sin.

10. Sid doesn't seed his yard very often.

/r/

The consonant /r/ is a voiced sound. It is formed by raising the tip of the tongue toward the roof of the mouth and curling it back. The tip of the tongue does not touch the roof of the mouth. The sides of the tongue may touch the upper side teeth. The air from the lungs goes out over the middle of the tongue. Many languages do not have this kind of /r/ sound. Try to imitate your teacher's pronunciation of this sound.



the /r/ sound
as in rid or
redhead

/r/

D. Pronounce these words.

rub	run	rum	rob
rut	red	reed	ream
four	rot	rib	fear

/4/ and Review

E. Pronounce the following words. Read horizontally.

Pete	pit	pet	putt	pot
beam			bum	bomb
		get	gut	got
beat	bit	bet	but	bot
dean	din	den	done	Don
	sinned	send	sunned	
seat	sit	set		sot
heed	hid	head	Hud	
teen	tin	ten	ton	
	him	hem	hum	
reed	rid	red	rudd	rod
heat	hit		hut	hot
bean	bin	Ben	bun	Bonn

/r/

F. Pronounce the following words and groups of words.

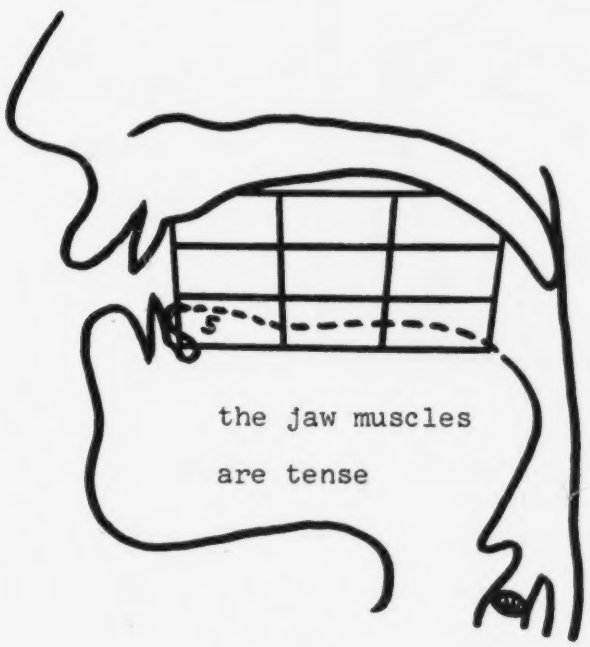
on a rug	Ron runs
on a reef	on a red rim
on a rib	read the newspaper
in some rum	get rid of it
rough	ream
rear	near
stare	a bear

/5/, /k/

LESSON 5

/5/

In the pronunciation of the number five sound, the tongue tip touches the lower gum ridge(see diagram). The mouth is more open than for any other front vowel. If you have trouble with this sound, then try to spread your lips as in a smile when you pronounce it. The muscles of the jaw and upper throat are tense. Compare this diagram with the one for the number four sound on page 17. Try to imitate your teacher's pronunciation.



the /5/ sound

as in cat

/5/

A. Pronounce these words.

gas	tan	sat
rat	man	mat
dad	sand	Sam
mad	fan	damn
sad	ran	ram

/k/

The consonant /k/ is a voiceless sound. In the pronunciation of the /k/ sound, the back of the tongue touches the roof of the mouth. The tongue then quickly drops to let out a puff of air. How is this sound different from the /g/ sound?*

the /k/ sound
as in keen or
kinfolk

/5/ and Review

B. Pronounce the following words. Read across.

kit		cat	cut	cot
kin	Ken	can		con
jig		jag	jug	
	men	man		
	guess	gas	Gus	
tick		tack	tuck	tock
tin	ten	tan	ton	
din	den	Dan	done	Don
mitt	met	mat	mutt	
knit	net	gnat	nut	knot
		Sam	some	psalm
pit	pet	pat	putt	pot

* The /k/ sound is voiceless while the /g/ sound is _____.

/5/ and Review

C. Read each of the following sentences, choosing either word (a) or word (b). Another member of the class can then try to identify the word you used.

1.(a. cat)(b. cut) We saw that he had a very large _____.

2.(a. man)(b. men) We noticed the _____ coming.

3.(a. mat)(b. mutt) It was a terrible looking _____.

4.(a. sack)(b. sock) The tourist thought he could fool the police by putting the marijuana in his _____.

5.(a. canned)(b. conned) Joe realized that he had been _____.

6.(a. cat)(b. cot) The _____ looked very old.

7.(a. damn)(b. dumb) He's a _____ fool.

/5/ and Review

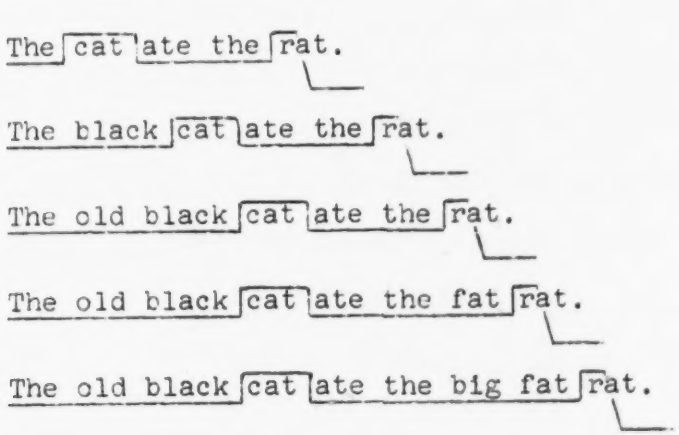
D. Pronounce the sentences below being careful to say the underlined words correctly.

1. That wasn't Dan, that was Don.
2. It was heavenly to hear Sam sing some psalms.
3. Don couldn't have done it because Dan did it.
4. That was not a gnat, it was a fruit fly.
5. He was smoking a fag in the fog.
6. Pat dropped the pot.
7. It certainly was a hot hat.
8. The tan ten-ton truck crashed into the tree.
9. My sister went fishing and caught a large bass.

Intonation and Rhythm

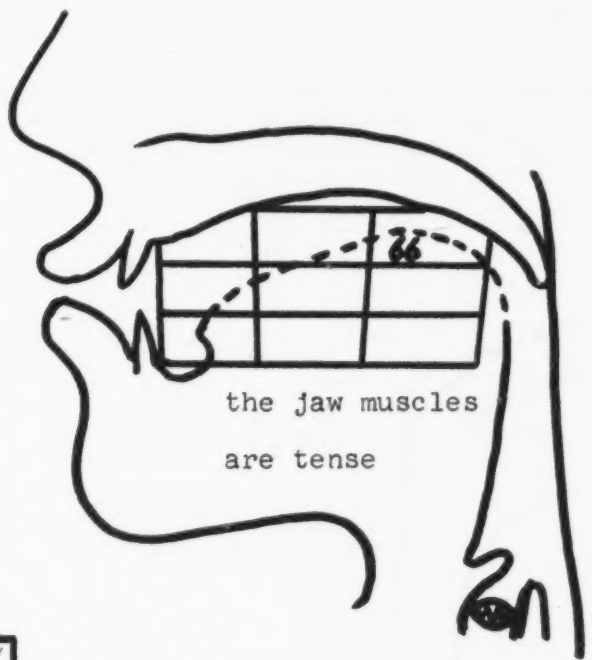
E. This is an intonation and rhythm exercise. If the line is

above the word, then that word is emphasized in pronunciation and said clearly. If the line is below a word or group of words, then the pronunciation is generally not as clear. Whole groups of words can be 'pushed together' in pronunciation and pronounced as if they were one word. This is a very important aspect of American English pronunciation. IMITATE your teacher's pronunciation.


The cat ate the rat.
The black cat ate the rat.
The old black cat ate the rat.
The old black cat ate the fat rat.
The old black cat ate the big fat rat.

/66/

The following diagram shows the tongue and lip positions for the number six-six sound. Notice that the lips are extended outward. The lips form a small circle as if you were blowing out a candle. The jaw and upper throat muscles are tense.



the /66/ sound

as in boot

/66/

A. Pronounce the words below.

boot	choose	rule	tomb
soon	loose	tube	dual
zoom	moon	lube	lose
fool	doom	rude	flew
room	cool	nude	cruise
root	boot	duke	suit
loot	zoo	Luke	who
food	boob	tune	soup
loop	goon	dude	stew

/p/

The consonant /p/ is a voiceless sound. The /p/ sound at the beginning of a word is a strong sound. In LESSON 0 it was explained that a puff of air was released when the /t/ sound was pronounced at the beginning of a word. In the pronunciation of the /p/ sound at the beginning of a word, there is also a puff of air. The teacher may demonstrate this strong 'p' by holding a piece of paper in front of the mouth and saying 'pop.' Notice how the paper jumps out.

The second /p/ sound in the word 'pop' is a weak 'p'. Sometimes a weak 'p' at the end of a word is barely pronounced. This difference between the strong and weak /p/ sounds is very important when speaking at a normal conversational speed.

the /p/ sound as in pop or pup or poop

/p/

B. Pronounce the following words.

pat	pad	Pam	pan
pass	pack	pot	pen
pet	puff	pun	pod
keep	beep	deep	cup
cap	nap	tap	map

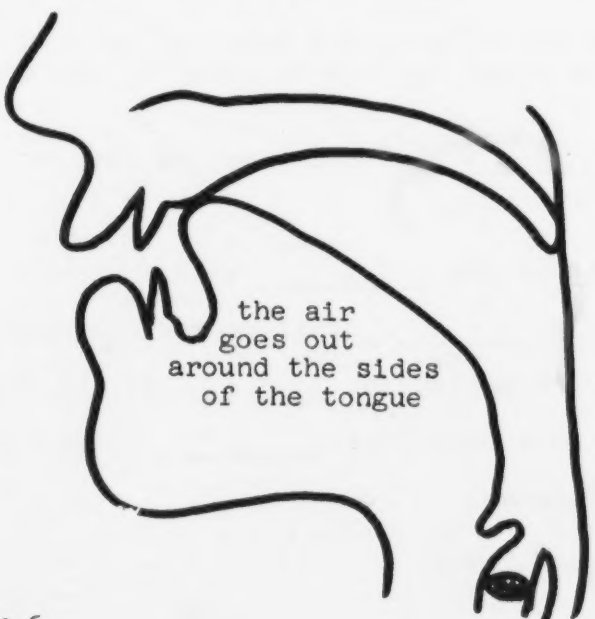
/p/ vs /b/

C. Pronounce the following pairs of words that contrast the /p/ and /b/ sounds.

Pete	beet	post	boast
pit	bit	palm	balm
puss	bus	pet	bet
pieced	beast	peak	beak
pea	bee	pill	bill
pun	bun	peg	beg
pack	back	pat	bat
pad	bad	pan	ban
peer	beer	pass	bass

/l/

The consonant /l/ is a voiced sound. In the pronunciation of the /l/ sound, the tongue tip is pressed against the gum ridge and the air goes out around the sides of the tongue. The sides of the tongue should not touch the side teeth. In what way is the /l/ sound different from the /r/ sound? Does the air go over the middle of the tongue or around the sides of the tongue for the /r/ sound?



the /l/ sound

as in lock or

lovely

/l/

D. When the consonant /l/ comes after a front vowel(/22/, /3/, /4/, or /5/), then the number one sound is inserted before the consonant /l/ as in feel, fill, fell, and foul. Pronounce the words below. Try to imitate the pronunciation of your teacher as closely as you can.

feel	peel	wheel	tell
fill	kneel	well	till
fell	deal	will	mill
foul	reel	sell	pill
Hal	bell	he'll	sill

/l/

E. Here are some words that begin with the /l/ sound.

lamp	love	leap	lush
leave	live	lip	lock
lack	list	lap	limb
leg	lobster	lust	list

/l/ vs /r/

F. Read the sentences below using either word (a) or word (b). Another member of the class can try to identify the word that you used.

1.(a. rim)(b. limb) The _____ of the tree was covered with snow.

2.(a. lock)(b. rock) He broke the _____ with a hammer.

3.(a. lust)(b. rust) It was _____ that caused his downfall.

4.(a. leaped)(b. reaped) The villagers _____ in the fields.

5.(a. leaf)(b. reef) The most beautiful _____ I ever saw was in the Bahamas.

(continued)

6.(a. loom)(b. room) I had never seen such a large _____.

/l/

G. Read the following sentences being careful to pronounce the underlined words correctly.

1. Lustful Sal will steal your gal.
2. Sell this old bell.
3. Hal is going to sharpen this dull tool.
4. Bill laughed as he leaped to the window sill.
5. Bill made a deal with Lee.
6. The limb of the tree lost its last leaf.
7. Nel unluckily lost her pills.

/l/ vs /r/

H. Pronounce the pairs of words below.

pleasant	present	climb	crime
play	pray	clam	cram
blue	brew	glass	grass
glow	grow	flight	fright
flesh	fresh	gloom	groom
bleed	breed	flame	frame
clown	crown	flute	fruit
bland	brand	fly	fry
blade	braid	blink	brink

/l/ vs /r/

I. Pronounce these sentences being careful of the underlined words.

1. The crippled man clutched at his crutches.

2. The young girl blushed as she brushed her hair.
3. The fleshy part of a fresh fruit is delicious.
4. The airline passenger became white with fright as the flight began.
5. It was a pleasant experience to give him a present.
6. The glass broke when it fell on the grass.
7. The clown put on a crown when he did his act.
8. The criminal had to climb that wall to commit the crime.

Intonation and Rhythm

J. Pronounce these sentences using a uniform rhythm. Imitate your teacher.

There was glass in the grass.

There was broken glass in the grass.

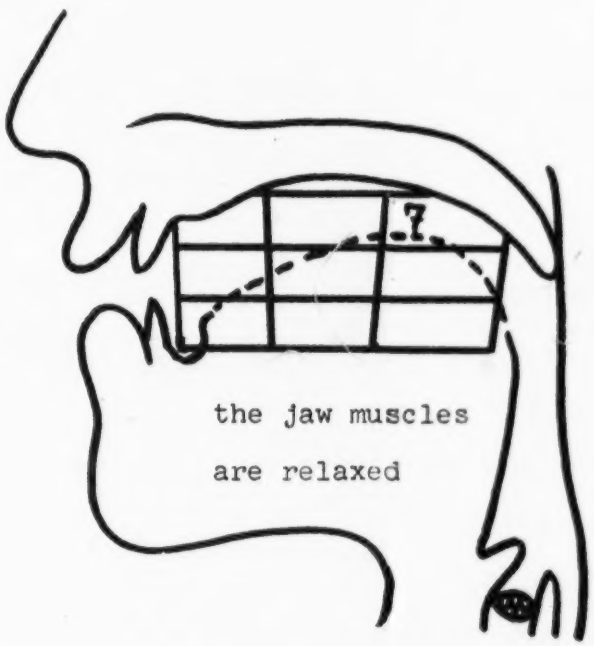
There was broken glass in the green grass.

There was broken glass in the tall green grass.

There was a lot of broken glass in the tall green grass.

/7/

In the pronunciation of the number seven sound, the back of the tongue is raised toward the roof of the mouth - but it is not as high as it is for the /66/ sound. The lips are only slightly rounded(remember that for the /66/ sound the lips form a circle). The muscles of the jaw and throat are relaxed. Compare the tongue position in the diagram below with the tongue position in the diagram on page 25(the /66/ sound).



the /7/ sound

as in look

/7/

A. The following words are all pronounced with the /7/ sound.

nook	look	hood
took	hook	good
rook	book	wood
cook	crook	stood
brook	snook	would
		should
		could

(continued)

/7/ (continued)

foot	full
soot	bull
put	wool
	pull

/7/

B. Pronounce the sentences below being careful of the underlined words.

1. A rook is the name of a piece in the game of chess.
2. That crook took my book.
3. The bull stepped on the matador's foot.
4. Look straight ahead.
5. In my country I had a cook.
6. A brook and a creek mean the same thing.
7. There's soot in the air today.
8. You could wear wool clothing.
9. Snook is the name of a kind of fish.
10. These sentences should be sufficient.

/y/

The consonant /y/ is a voiced sound. At the beginning of the /y/ sound, the tongue position is similar to that of the /22/ sound. The tongue then moves smoothly to the position for the vowel sound that will always follow the /y/ sound. On the next page is a diagram that shows the beginning and ending tongue positions for the /y/ plus the /4/ sound as in yes.

(next page)

/y/ (continued)

the /y/ plus /4/ sounds as in yes

/y/

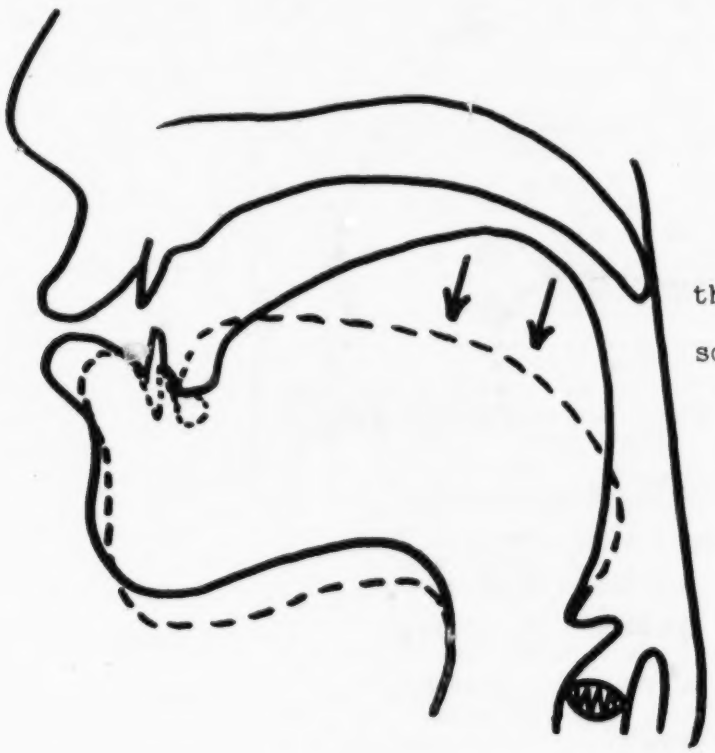
C. Pronounce the words and phrases below.

yes	yellow	yoke	Yankee
yesterday	yard	year	yarn
yourself	yearn	yield	young

the yak was five feet high
are you from Yugoslavia
a youthful yen
I have a yen for a yacht
the Yankee didn't go home
a youth hostel in Yugoslavia
you yelled too much yesterday
you yourself

/w/

The consonant /w/ is a voiced sound. At the beginning of the /w/ sound, the lips and tongue are in a position similar to that of the /66/ sound. The tongue, lips, and jaw then smoothly move to the position for the vowel sound that follows the /w/ sound. The diagram below shows the tongue, lip, and jaw positions for the /w/ sound plus the /4/ sound as in wet. When you pronounce the /w/ sound, be sure that your lower lip does not touch your upper teeth.



the /w/ plus /4/ sounds as in wet

/w/

D. Pronounce the words and phrases below.

wet	wind	whisky	weak
wood	wool	west	war
were	water	weather	wash

a wooden fence we watched

we waited we won

/66/ vs /7/

E. Pronounce the following pairs of words.

pull	pool	stood	stewed
soot	suit	should	shoed
could	cooed	full	fool
look	Luke	wood	wooed

/66/ vs /7/

F. Pronounce the following sentences using either word (a) or word (b). Another member of the class can then identify which word you used.

1.(a. Look) (b. Luke) _____, come here!

2.(a. could)(b. cooed) Whenever it _____, the bird flew around the tree.

3.(a. soot)(b. suit) That _____ doesn't look very nice on you.

4.(a. stood)(b. stewed) The man just _____ on the sidewalk while the workmen destroyed his home.

5.(a. pull)(b. pool) It was quite a _____, but we managed to swim across.

/66/ and /7/

G. Read the following sentences being careful to pronounce the underlined words correctly.

1. Like a fool, I ate so much that I was too full to move.
2. I put my hood on a hook at the back of the room.
3. Luke took the book and balanced it on his foot.
4. Only a fool would wear wool clothing in this hot weather.
5. I put on my swimming suit and jumped into the pool.

Intonation and Rhythm

H. Pronounce the sentences below. Use a uniform rhythm and try to imitate your teacher's pronunciation.

The man stole these books.

The young man stole these books.

The foolish young man stole these books.

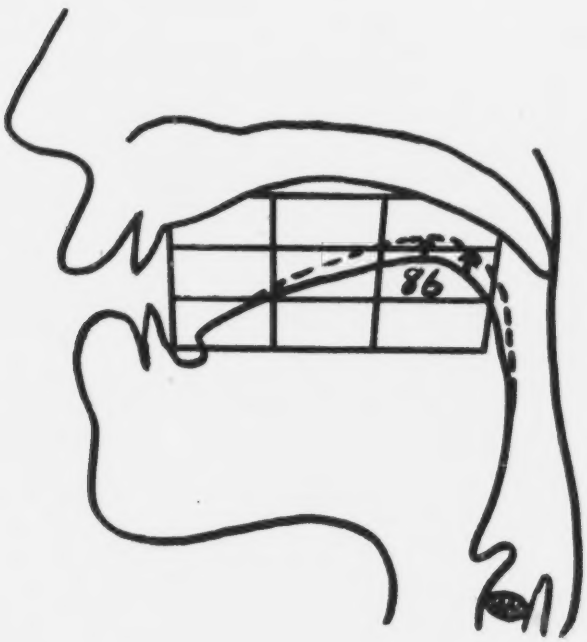
The foolish young man stole these new books.

The foolish young man stole these three new books.

/86/, /v/, /j/ LESSON 8

/86/

In the pronunciation of the number eight-six sound, the tongue position at the beginning of the sound is represented by the solid line in the diagram below. The tongue then moves to a higher position as shown by the dotted line. The lips are rounded to form a circle, but the lips are not as rounded as in the pronunciation of the /66/ sound. The muscles of the upper throat are slightly tense. The /86/ sound is really a diphthong or two sounds very close together. Is the number /7/ sound a diphthong?*



the /86/ sound

as in boat

/86/

A. Pronounce the words below.

tone	row	toe	toad
bone	low	doe	load
loan	grow	sew	road
moan	glow	no	node

* No, no, no, no, no, no, no.

/86/ vs /66/

B. Pronounce the pairs of words below which contrast the /86/ and /66/ sounds.

moan	moon	soap	soup
boat	boot	load	lude
roam	room	stow	stew
dome	doom	crow	crew
cone	coon	sew	Sue
code	cooed	stowed	stewed
wrote	root	rode	rude
chose	choose	node	nude

Intonation and Rhythm

C. Pronounce the following sentences. Imitate the rhythm and intonation of your teacher.

The ⌈fender was ⌈bent.

The front ⌈fender was ⌈bent.

The right front ⌈fender was ⌈bent.

The right front ⌈fender of the ⌈car ⌈was ⌈bent.

The right front ⌈fender of the new ⌈car ⌈was ⌈bent.

/86/ vs /66/

D. Pronounce the following sentences and use either word (a) or word (b). Another member of the class may identify the word you used.

1.(a. crow)(b. crew) The _____ became suspicious.

/86/ vs /66/ (continued)

2.(a. stew)(b. stow) You can _____ the soup at my house.

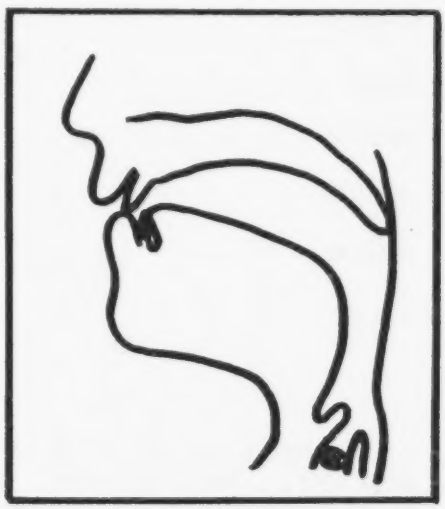
3.(a. soap)(b. soup) I'd like some _____ please.

4.(a. Joan)(b. June) We all saw _____ dance.

5.(a. tone)(b. tune) Yes, that's the right _____.

/v/

The consonant /v/ is a voiced sound. During the pronunciation of the /v/ sound, the lower lip is pressed against the upper front teeth. Air is forced out between the upper teeth and the lower lip. The /f/ sound(LESSON 3) is also made in this fashion. What do you think the difference is between the /v/ sound and the /f/ sound?



the /v/ sound

as in vote

/v/

E. Pronounce these words.

van	very	vein	five
vase	vat	vine	live
vast	view	vend	weave
vocal	vote	volume	give

/v/ vs /f/

F. Pronounce the pairs of words below.

folly	volley	fault	vault
fan	van	fender	vendor
phase	vase	few	view
fast	vast	focal	vocal
fat	vat	surf	serve

/v/ vs /w/

G. Be careful to pronounce these words correctly.

vent	went
verse	worse
vest	west
viper	wiper
vicar	wicker
visor	wiser
vine	wine

/f/ vs /v/ vs /w/

H. Here are some words that if pronounced properly will show a difference between /f/ and /v/ and /w/. Read across.

fine	vine	wine
ferry	very	wary
file	vile	wile
feign	vein	wane
fix	Vicks	wicks
fail	veil	wail
feel	veal	we'll
first	versed	worst

/v/, /f/, /w/

I. If you had trouble distinguishing /f/, /v/, and /w/ in the preceding exercise, here are some phrases that you can practice saying.

very warm	find the wine	watch the windows
which vase	win the war	fix the window
fine weather	win the victory	wooden fence
fill the vacuum	wind your watch	very fine

/v/, /f/, /w/

J. This next exercise should be even harder. Practice the following sentences using a normal conversational speed.

1. William wasn't willing to work.
2. Will we work on Wednesday?
3. We went to a very wonderful fair.
4. Frank is fixing the wooden fence.
5. Frank is a fine worker.
6. Virginia wanted a wide window with a view of the waterfall.
7. Fred pronounces vowels worse than I do.
8. While we waited, we were not very warm because of the wintry weather.

/86/

K. Imitate your teacher and pronounce these phrases.

the Pope's in Rome	that goat ate my coat
old enough to vote	a load of garbage
do you sew	a lot of foam in the river
phone me tonight	did you see the ghost

/j/

The consonant /j/ is a voiced sound. In the pronunciation of the /j/ sound, the tip of the tongue is pressed against the gum ridge while the middle of the tongue is raised toward the roof of the mouth. The tongue then quickly drops down and the air is released in a short burst.

the /j/ sound
as in jaw or
jellyfish

/j/

L. Here are some words that contain the /j/ sound.

jam	jog	journal	jaw
Jane	janitor	jazz	judge
jerk	jeep	jet	joint

/j/

M. Pronounce the sentences below.

1. Jungle Jim(that's his name) just arrived in New Jersey.
2. Judge Goffman believed that he himself was a just man.
3. Joe was jealous of Jerry.
4. Germantown is just ten miles from here.

5. Here comes the judge!
6. Jim, Jill, Jerry, Jack, Judy, Joseph, and Jane, believe it or not, are all from Germany.

/v/ vs /b/

N. Pronounce the pairs of words below.

boat	vote	bale	veil
bowel	vowel	bend	vend
buy	vie	base	vase
bent	vent	bat	vat
best	vest	berry	very
bile	vile	bigger	vigor

/v/ and /b/

O. Pronounce these sentences.

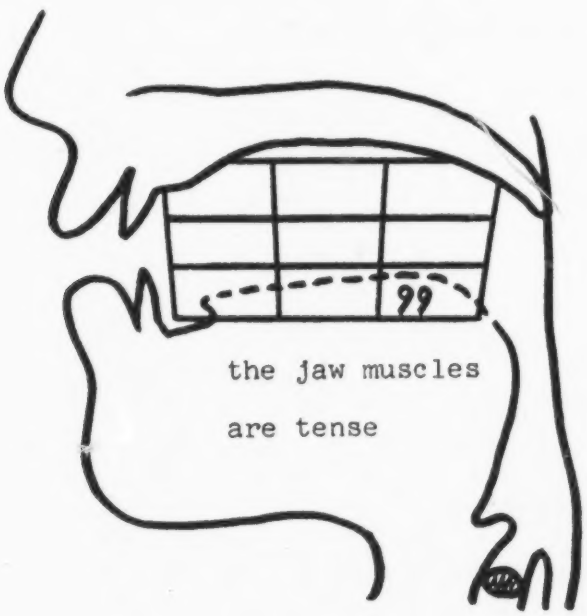
1. This is the best vest of them all.
2. Bob likes strawberries very much.
3. The door of the vending machine was bent.
4. Betty said that she didn't vote because she was boating that day.
5. The base of the vase was cracked.

/99/, /ks/

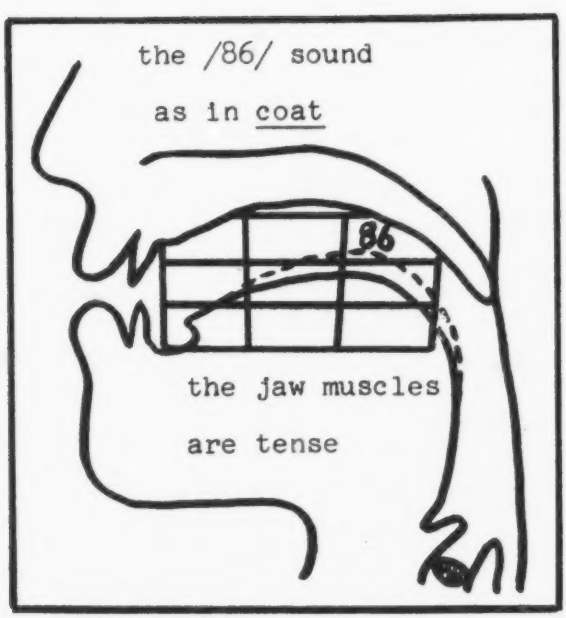
LESSON 9

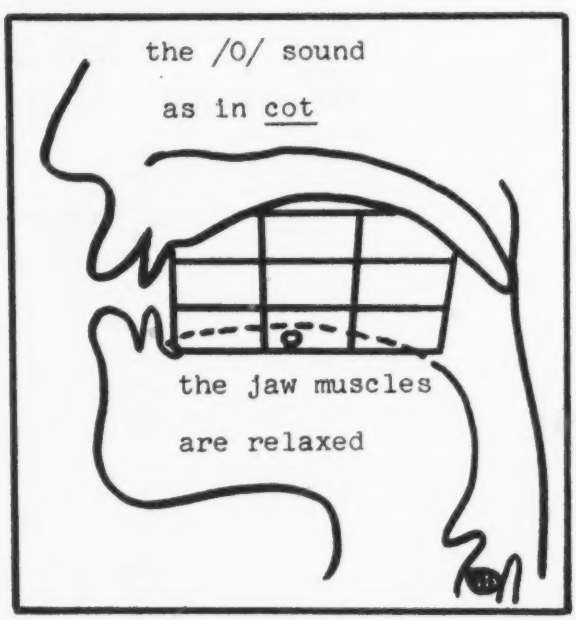
/99/

During the pronunciation of the number nine-nine sound, the back of the tongue is raised only slightly, and the lips are slightly rounded. The muscles of the throat are tense as in the pronunciation of the /86/ sound. Compare the tongue positions for the /99/, /86/, and /0/ sounds.



the /99/ sound
as in caught





/99/

A. Pronounce these words.

caught	cough	chalk	dawn
sought	golf	fall	tall
taught	flaw	soft	call

/99/ vs /1/

B. Pronounce the following pairs of words.

cut	caught	lug	log
but	bought	fun	fawn
cuff	cough	chuck	chalk
bug	bog	lust	lost
hug	hog	lunch	launch

/99/ vs /86/

C. The next group of words show a contrast between the /99/ sound and the /86/ sound.

caught	coat	called	cold
sawed	sewed	bought	boat
tossed	toast	chalk	choke
fawn	phone	flaw	flow
taught	tote	auger	ogre
fall	foal		

/99/ vs /0/

D. The /99/ and /0/ sounds are contrasted in these words.

cot	caught	rot	wrought
not	naught	Don	dawn
sod	sawed	hock	hawk

/99/ and Review

E. Practice saying the sentences below.

1. Paul thought about how thick the fog was.
2. The cop coughed and lost his whistle.
3. The logger can saw that thick log in three minutes flat.
4. Don saw the hawk and phoned Gus.
5. Chuck shot the hawk.
6. He might sock you in the jaw.
7. My dog fought with the hog and lost.
8. Saul caught the chalk that started to fall on the floor.

Review - /j/ vs /y/

F. Pronounce the following pairs of words.

yam	jam	you	Jew
yellow	Jello	yell	jell
yet	jet	use	Jews
you'll	jewel	year	jeer
yip	gyp	yard	jarred

/ks/

G. Here are some words and sentences that contain the consonant combination of /k/ plus /s/.

fix	wax	tax	talks
lax	pox	mix	socks
cocks	vex	six	wicks

1. Mr. Black would like to relax.
2. Mrs. Black would like to relax too.
3. But that old fox, Mr. Black, won't let her.

/ks/ (continued)

4. Tex likes to talk about his golden key.
5. The state sales tax is 6%.
6. The ox stepped on the box and broke it.
7. I'm all mixed up.

/02/, /z/, /kw/ LESSON 10

/02/

The number zero-two sound is a combination of two vowel sounds, the /0/ and /22/ sounds. The first part of the combination, the /0/ sound, is stressed more than the second part, the /22/ sound. In the production of the /02/ sound, the tongue moves from the position for the /0/ sound to the approximate position for the /22/ sound. The diagram below demonstrates this change in tongue position.

the /02/ sound

as in kite

/02/

A. Pronounce the following words. Notice that all of these words have the letter 'i' and that the letter 'e' is at the end of the words.

kite	ride	side	nice
like	wife	pipe	wine
dice	Mike	line	rice
time	mile	mine	guide
wide	bite	white	shine
fine	dime	life	bike

/02/

B. Words that have the letters '-ight' will also be pronounced with the /02/ sound.

might	night	light	tight
fight	sight	right	fright
plight	bright	flight	blight
slight	alright		

/z/

The consonant /z/ is a voiced sound. In the prounciation of the /z/ sound, the sides of the tongue, the front part, are pressed against the upper side teeth. The middle of the front part of the tongue forms a small groove through which the air is released. When the /z/ sound is pronounced, you can hear a distinct buzzing sound. What is the difference between the /z/ and /s/ sounds?*

the /z/ sound
as in zoo or
zoology

/z/

C. Pronounce these words

zoo	zero	zone	zebra

(continued)

* If you don't know by now, then you should go back to LESSON 0 and look on page 1. Then do all the lessons again.

/z/ (continued)

rides	guides	tunes	grinds
dimes	mines	wines	cries
wives	hides	lines	sighs
strides	sides	signs	wise

/z/ vs /s/

D. Pronounce the following words which show a contrast between the /z/ and /s/ sounds.

Sue	zoo	rice	rise
seal	zeal	lice	lies
sip	zip	peace	peas
see	zee	lacy	lazy
sink	zinc	juice	Jews
sing	zing	race	raise
scion	Zion	loose	lose
sipper	zipper	ice	eyes
seek	Zeke	hiss	his

/kw/

E. Practice pronouncing the words below that have the combination /k/ plus /w/.

quick	kick	quiet
quite	kite	question
queen	keen	quantity
quit	kit	queer
		quiz
		quotation

/z/ and Review

F. Practice these sentences at a normal conversational speed. Imitate your teacher's pronunciation.

1. A snake will sometimes hiss before it bites.
2. A zebra's eyes can't detect objects at a distance.
3. Zeke always seeks for new songs to sing.
4. Sue usually sips orange juice on the bus.
5. That nice Ms. Wilson is lazy.
6. His six-minute quizzes are always too difficult.

/02/

G. Below are some words that have the /02/ sound spelled with the letters 'ie.'

die	vie
tie	fie
pie	lie

Intonation and Rhythm

H. Pronounce the following sentences. Try to imitate the intonation and rhythm of your teacher's pronunciation.

Sue likes animals.

Sue likes the animals.

Sue likes to see the animals.

Sue likes to see the animals at the zoo.

Sue likes to see the wild animals at the zoo.

Three rules for the pronunciation of plural forms

1) When the final sound of the word is voiceless, then the plural suffix, the letter 's', is pronounced /s/ as in nuts.
2) When the final sound of the word is voiced, then the plural suffix, the letter 's', is pronounced /z/ as in seeds.
3. When the final sound of the word is /s/, /z/, /sh/, /zh/, /ch/, or /j/, then the plural suffix, either '-s' or '-es', is pronounced /ɜz/ as in roses.

A. Pronounce the words below.

nuts	coats	boots	rats
caps	rocks	bats	books
ducks	dots	beets	cups
cats	coops	hats	pots

seeds	hens	bees	erasers	quills
cabs	woods	eggs	zoos	queens
beds	bugs	pens	hills	rugs

busses	taxes	roses	foxes	ditches
sentences	noses	sizes	churches	dishes
wishes	boxes	judges	pieces	quizzes

B. Pronounce the following phrases in their plural forms.

table and chair river and bridge

pen and pencil stream and forest

(continued)

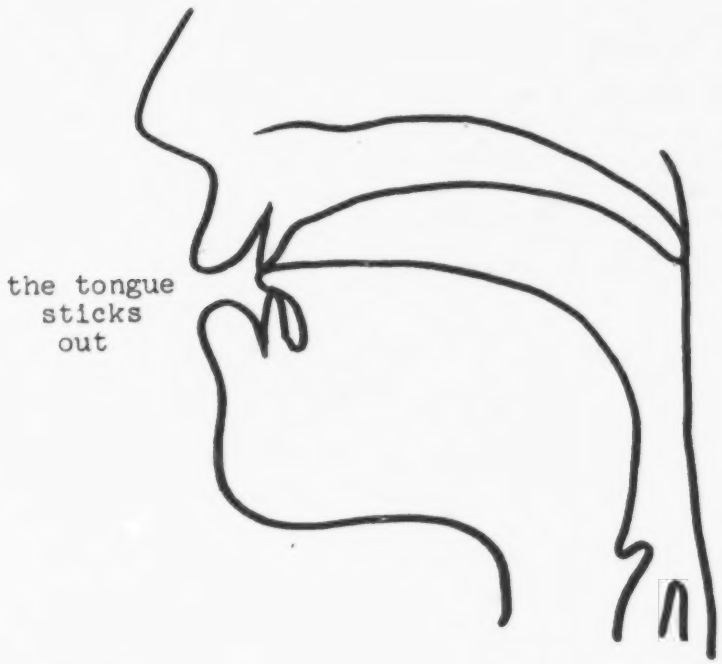
boy and girl	blonde and brunette
cop and robber	[illegible]oe and sock
cowboy and Indian	the bird and the bee

C. Pronounce the sentences below changing all the singular nouns to their plural forms. Make other changes in the sentences if necessary.

1. The curtain fell on the rug.
2. The cock saw the hen in the coop.
3. The girl lost her apple in the street.
4. The mountain had a tree on its slope.
5. The player knocked off the umpire's hat.

/TH/ and /th/

The /TH/ and /th/ sounds are made by placing the tip of the tongue between the teeth and at the same time blowing the air out of the mouth. The /TH/ sound is voiced, and the /th/ sound is voiceless. The tongue position for both the /TH/ and /th/ sounds is shown in the diagram below.



This is the tongue position for the /TH/ sound as in that

and

for the /th/ sound as in thin.

/TH/

A. The number of words that begin with the /TH/ sound is small - but they occur often(four times in the sentence you just read).

then	their	these	this
them	they	the	there
though	that	those	than

/th/

B. Pronounce the following words.

thing	thank	thirty	throat

/th/ vs /t/

C. Pronounce these pairs of words.

mitt	myth	pat	path
pit	pith	tent	tenth
taught	thought	bat	bath
tin	thin	debt	death
tick	thick	root	Ruth

/th/ vs /s/

D. Pronounce the pairs of words below.

myth	miss	mouth	mouse
think	sink	tenth	tense
path	pass	bath	bass
thought	sought	thin	sin

/TH/ vs /d/

E. The pairs of words below show a contrast between the /TH/ and /d/ sounds.

den	then	pads	paths
dough	though	dare	there
breed	breathe	doze	those
teed	teethe	fodder	father

/TH/ and /th/

F. Pronounce these words.

teeth	teethe	think	thieves
thank	path	birth	this
thimble	bath	these	those

Review

G. Pronounce the following phrases and sentences. Try to imitate the pronunciation of your teacher. Listen not only for individual sounds, but for stress, intonation, and rhythm.

in a month	that's a myth
a pithy thought	breathe through your mouth
thicker than that	my father isn't thin
Ruth is thinking	take a bath
these teeth	then and there

1. Beth thought about death.
2. The thieves stole those thick furs.
3. Ruth thought about thanking my father.
4. I could see some sharp teeth in the mouse's mouth.
5. Birth, life, and death bother many scholars.
6. I would rather breathe filthy air than no air at all.
7. But I would rather breathe clean air than filthy air.
8. Ruth's brother didn't bother to think about it.

Intonation and Rhythm

H. Pronounce the sentences below. Try to imitate the rhythm and intonation of your teacher's pronunciation.

I'm ⌈thin⌋.

Ruth ⌈thinks I'm ⌈thin⌋.

Ruth ⌈thinks that I'm ⌈thin⌋.

Ruth ⌈thinks that I'm too ⌈thin⌋.

Ruth ⌈thinks that I'm a little bit too ⌈thin⌋.

/sh/, /ch/, pin and pine

LESSON 13

/sh/

The consonant /sh/ is a voiceless sound. During the pronunciation of the /sh/ sound, the sides of the tongue touch the upper side teeth while the middle of the tongue is raised toward the roof of the mouth. The lips are protruded outward.

the /sh/ sound
as in sheep or
sharecropper

/sh/

A. Pronounce these words.

shop	shoe	shine	sheep
shed	show	ship	shell
sharp	sheet	shake	shadow
short	shrink	shout	shoot

/ch/

The consonant /ch/ is also a voiceless sound. To pronounce the /ch/ sound correctly, place your tongue in the position for the /sh/ sound, but put the tip of the tongue against the gum ridge. The /ch/ sound may be considered as two sounds pronounced as one. The /sh/ sound and the /t/ sound pronounced at the same time will produce a passable /ch/ sound. The /sh/ part of the /ch/ should be very short.

(continued)

/ch/ (continued)

Compare the diagram below with the diagram for the /sh/ sound.

the /ch/ sound as in <u>cheap</u> or <u>cheeseburger</u>

/ch/

B. Pronounce these words.

chair	chain	child	chip
chicken	check	choose	cheek
church	Chinese	chance	chalk

/sh/ vs /ch/

C. Here are some words that show a contrast between the /sh/ and /ch/ sounds.

batch	bash	shop	chop
sheep	cheap	witch	wish
ship	chip	ditch	dish
catch	cash	chin	shin
switch	swish	hatch	hash

/02/

D. Pronounce the following words with the /02/ sound.

pie	mile	Mike	hie	wine	five
pine	write	fine	time	line	shine
hide	file	white	might	bike	hike
tight	dine	die	height	while	dial

/sh/ and /ch/

E. Here are some words and phrases that contain the /sh/ and /ch/ sounds.

watch	cheese	sure	shine
patch	bitch	shot	wash

a chunk of cheese	cash in a flash
pitch the ball	don't wash your watch
roach killer	a patch on my pants
poached eggs	wash the dishes
shine his shoes	a cockroach named 'archie'

pin and pine

F. The words below show that the letter 'i' is pronounced with the /3/ sound when there is no letter 'e' at the end of the word as in pin. This sound, the /3/ sound, is the BASIC* sound for the letter 'i'. When the letter 'e' is present at the end of the word, then the pronunciation of the letter 'i' changes to the /02/ sound as in pine. This sound, the /02/ sound, is called the NAME sound of the letter 'i'. Pronounce these words using the BASIC sound of the letter 'i' for words like pin and the NAME sound of the letter 'i' in words like pine.

pin	pine	bit	bite	till	tile
win	wine	hid	hide	sit	site

(continued)

* The terms BASIC sound and NAME sound are taken from English Sounds and Their Spellings by Allen, Allen, and Shute(see introduction to this manual).

pin and pine(continued)

lick	like	bid	bide	grim	grime
pip	pipe	Sid	side	fin	fine
slim	slime	sin	sine	pill	pile
trip	tripe	din	dine	rid	ride

/42/, rat and rate

LESSON 14

/42/

During the pronunciation of the /42/ sound, the tongue position changes. The position of the tongue for the beginning of the /42/ sound is similar to that of the /4/ sound. The tongue then moves to a position close to that of the /22/ sound.

the /42/ sound

as in date

/42/

A. Pronounce these words.

date	fake	whale	race
pain	rain	bait	sail
raise	break	play	strain

/42/ vs /4/

B. Pronounce the following words that have the /42/ sound contrasted with the /4/ sound.

mate	met	whale	well
date	debt	main	men

(continued)

/42/ vs /4/ (continued)

saint	sent	late	let
gate	get	bale	bell
bait	bet	pain	pen
wait	wet	Dale	dell
paced	pest	raced	rest

/42/ and /4/

C. For those of you who had some difficulty with the above pairs of words, here are some additional words which have the /42/ and /4/ sounds.

Kate	rate	they	Jane	cane	came	same
trait	strain	break	fake	case	raise	ate
dent	rent	set	wept	Ted	get	led
kept	less	den	pen	wren	glen	Zen

/42/ and Review

D. Practice these phrases.

on pain of death	make a date
a fake saint	a change in the rate
the same intonation	what's your weight
the rain came	play a game
make a claim	a case of loss of face

/42/ and Review

E. Imitate the rhythm and intonation of your teacher's pronunciation as you say these sentences.

1. They say that Jane came in late last night.
2. The change in the rate of tuition caused the students much pain.

/42/ and Review (continued)

3. As Kate ate the grapes, Dale became pale with anger.

4. They raised the bale of hay over the gate.

5. The cop sprayed 'mace' on my face.

6. The rain in Spain falls mainly on the plain.

/42/ vs /4/

F. Here is a familiar exercise.

1.(a. bait)(b. bet) Don't take the _____.

2.(a. whale)(b. well) It certainly was a large _____.

3.(a. pain)(b. pen) He gives me a _____ every time I see him.

4.(a. sail)(b. sell) He'll _____ the boat tomorrow.

5.(a. date)(b. debt) My _____ was beginning to get out of hand.

rat and rate

C. The BASIC sound of the letter 'a' is pronounced with the /5/ sound as in rat. The NAME sound of the letter 'a' is pronounced with the /42/ sound as in rate. Notice that the letter 'e' at the end of the word is the cause of this change in pronunciation of the letter 'a'.

rat	rate	bat	bate	pat	pate
cap	cape	at	ate	man	mane
Sam	same	sham	shame	back	bake
can	cane	bass	base	tap	tape
bath	bathe	ban	bane	nap	nape
Jan	Jane	hat	hate	lack	lake
fat	fate	Al	ale	rap	rape

Intonation and Rhythm

H. Pronounce these sentences and try to imitate the rhythm and intonation of your teacher's pronunciation.

Kate | will sell the | boat.

Kate | will sell the big | boat.

Kate | will sell the big | boat | for | cash.

Kate | will sell the big | boat | for a lot of | cash.

Kate | and I will sell the big | boat | for a lot of | cash.

/sk/, rod and rode, '-ed'

LESSON 15

/sk/

A. Here are some words that show that the letters 'sc-' and 'sch-' are often pronounced /sk/. These words are all common.

school	scoot	scope	scoop	scheme
scat	scatter	scholar	scan	scholarship

rod and rode

B. The words below show that the letter 'o' is pronounced with the /O/ sound in words like rod; this is the BASIC sound of the letter 'o'. When an 'e' is added to the word, then the pronunciation of 'o' changes to the /86/ sound as in rode; this is the NAME sound of the letter 'o'. Pronounce the words below.

rod	rode	hop	hope
pop	Pope	tot	tote
Tom	tome	con	cone
not	note	nod	node
cop	cope	rot	wrote
jock	joke	mot	mote

jog	hot	got	top	knob	Bob	mob	jot
tone	zone	lone	phone	dope	dome	nope	probe

'-ed'

Three rules for the pronunciation of the '-ed' forms of regular verbs

1) When the final sound in the verb stem is voiceless, then the '-ed' is pronounced /t/ as in passed.

2) When the final sound in the verb stem is voiced, then the '-ed' is pronounced /d/ as in moved.

(continued)

Three rules ... (continued)

3) When the final sound in the verb stem is /t/ or /d/, then the '-ed' is pronounced /ɜd/ as in needed and repeated.

'-ed'

C. Pronounce the '-ed' form of the following verbs.

talked	golfed	tricked	cussed
walked	worked	liked	mixed
missed	kissed	expressed	hopped
used	excused	tuned	bombed
moved	studied	traveled	served
showed	phoned	answered	called
shouted	repeated	needed	added
represented	wanted	accepted	ended
retreated	succeeded	heated	indicated

Review

D. Pronounce the following sentences.

1. The pretty girl served us cocktails.
2. The sleek jet fighter bombed and strafed the village.
3. The colonel arrived late last night.
4. They lived in the ghetto.
5. The ship needed a new engine.
6. They all intended to do the right thing.
7. Many classes will be called off tomorrow because of the strike.

/ng/, tub and tube

LESSON 16

/ng/

The consonant sound /ng/ as in sing is a voiced nasal. During the pronunciation of the /ng/ sound, the back of the tongue is pressed against the roof of the mouth, and the air goes out through the nose. Compare the diagrams below.

the /n/ sound as in sun

the /ng/ sound as in sung

/ng/

A. Pronounce these words.

sing	king	string	hang	lung
ring	ding	sang	hung	tongue
ping	cling	clang	stung	rang

/ng/ vs /n/ vs /m/

B. In this exercise you are given all three English nasal sounds to practice.

sum	sun	sung	dumb	done	dung
rum	run	rung	hum	Hun	hung
ram	ran	rang	tum	ton	tongue
simmer	sinner	singer	dim	din	ding
hump	hunt	hunk	bump	bunt	bunk

/ng/ and Review

C. Pronounce the following sentences. Try to imitate the rhythm and intonation of your teacher.

1. The hunter was hunkering by the damp dung.
2. The camper couldn't sing any songs.
3. Mr. Kim is a king is his country.
4. Uncle Henry, angry and hungry, walked among the trees.
5. The ring of the king hung heavily around his neck.
6. Sam learned that napalm is made out of gasoline and a kind of plastic that burns easily.
7. The singer finally stopped singing at dawn.
8. The tribesmen hunkered around the warm fire.

tub and tube

D. The following pairs of words show the BASIC sound of the letter 'u' as in tub and the NAME sound of the letter 'u' as in tube. Those words with an asterisk behind them are pronounced with a /y/ plus /66/ combination as in cute. The word tub has the /1/ sound. The word tube has the /66/ sound.

tub	tube	muss	muse*
fun	fume*	duck	duke
rut	rude	dud	dude
fuzz	fuse*	nut	nude
a bus	abuse*	us	use*
cub	cube*	cut	cute*
mutt	mute*		

pet and Pete, 'er', 'ir' 'ur', or', /r/ plus /l/ a front vowel plus /r/

LESSON 17

pet and Pete

A. The BASIC sound of the letter 'e' is pronounced with the /4/ sound as in pet. The NAME sound of the letter 'e' is pronounced with the /22/ sound as in Pete. Pronounce the following pairs of words.

pet	Pete	pleb	plebe
bet	beet	met	mete
bed	bee	gem	gene
her	here	fed	feed
sex	seeks	ten	teen

'er', 'ir', 'ur'

B. The letters 'er', 'ir', and 'ur' are pronounced alike with an /r/ sound that sounds like the /r/ sound introduced in LESSON 4. Try to imitate your teacher's pronunciation.

her	shirt	cur
per	fir	fur
germ	dirt	hurt
were	third	turnip
sinner	stir	blur
herb	flirt	murder
pert	skirt	curb

'or'

C. When the letter combination 'or' follows a /w/ sound, it is pronounced like the letters 'er', 'ir', and 'ur'. Imitate the pronunciation of your teacher.

word	worm	work	worry	worse
worst	worship	worsen	worsted	worth

worthy

/r/ plus /l/

D. There are a few words in English which have the consonant combination of /r/ plus /l/ as in girl. Pronounce these words and imitate the pronunciation of your teacher.

girl	pearl	whorl	curl
hurl	world	furl	

front vowel plus /r/

E. When a front vowel(e.g. /22/, /3/, /42/, /4/, or /5/) comes before the /r/ sound, you should pronounce a short number one sound between the vowel and the /r/ as in beer. Listen carefully to how your teacher pronounces these words.

beer	clear	cheer	dear	sneer	jeer
steer	queer	seer	veer	mere	near
here	gear	fear	sheer	ear	Sears
care	share	mayor	pear	rare	stare
glare	prayer	hair	wear	chair	fair

Review

F. Pronounce the following phrases.

a red beet	Pete's pet	check this gem
Ted seeks sex	ten teenagers	feel Ned's heel
steep steps	need ten beds	speed kills

/r/

G. Here are some additional phrases that contain the /r/ sound.

a Persian fur	near my ear
a pearl of a girl	a queer steer
a worried world	year after year
the third murder	a mere beer or two

Review

H. Try these sentences. Imitate the intonation and rhythm of your teacher's pronunciation.

1. The murderer turned over a chair as he fled.
2. The crowd jeered as the singer became worse and worse.
3. The early bird gets the worm.
4. Only a stern and powerful ruler could dare to wear long hair.
5. Our work bothered the birds, and they flew away.
6. The ruler feared that there would be a third murder.
7. After several beers, he started to slur his words.
8. Work will certainly not worsen this worried world.

Review

I. Read each of the following questions and select the most likely answer to each from the list below. Use the selected word in a full sentence to answer each question.

1. What has feathers and can fly?
2. Where do many Christians go on Sunday morning?
3. What do people usually do in a church?
4. What's the name of the object sometimes found in oysters?
5. What is the plural form of the verb 'was'?
6. What causes many diseases?

pearl bird worship were germs church

Intonation and Rhythm

J. Pronounce the sentences below with uniform rhythm.

(next page)

Intonation and Rhythm(contined)

That girl stole my watch.

That little girl stole my watch.

That cute little girl stole my watch.

That cute little girl stole my gold watch.

That cute little girl stole my expensive gold watch.

That cute little girl stole my very expensive gold watch.

Vowels

A. Read each of the following sentences being careful to pronounce the underlined words correctly.

1. Pete is a student at Pitt.
2. The dead duck was lying on the dock.
3. This is really a hot hut.
4. We asked Sam to sing some psalms.
5. Don couldn't have done it because Dan did it.
6. The fool would always wear wool clothing on warm days.
7. Luke looked up at the full moon.
8. Yesterday I cooked some food.
9. I just stood there and stewed it.

/j/ vs /y/

B. Pronounce the following pairs of words and sentences.

juice	use	jam	yam
jell	yell	jowl	yowl
joke	yoke	Jay	yea
Jello	yellow	jeer	year
Jack	yak	jewel	you'll

1. If you mix yellow Jello with yams and jam, what will you get?
2. You'll get a jelled mess.
3. I don't belong to the jet-set yet.
4. The hippies and yippies were jeered at by the crowd.

Vowels

C. Read each of the following sentences and choose either

word (a) or word (b). Another member of the class can then try to identify the word you pronounced in the sentence.

1.(a. cot)(b. cut) The _____ made her uncomfortable.

2.(a. cup)(b. cop) It took me almost twenty minutes to find a _____.

3.(a. luck)(b. lock) The only thing that saved the woman's life was her _____.

4.(a. feet)(b. fit) Did you say 'feet' or 'fit'? I said _____.

5.(a. fist)(b. feast) Dale had a large _____.

6.(a. pick)(b. peak) The ice _____ reflected the rays of the sun.

7.(a. nut)(b. net) It was a very special _____.

8.(a. bet)(b. bit) Would you like to make a little _____ on that?

/s/ vs /z/

D. Pronounce the pairs of words and sentences below.

eyes	ice	peace	peas
zoo	Sue	lose	loose
lies	lice	Zeke	seek
zinc	sink	lacy	lazy

1. His questions always confuse the students.
2. That nice Ms. Wilson is lazy.
3. Sunrises and sunsets sometimes show many colors.
4. Mr. Lees always ties his shoes tightly before he runs a race.

Vowels

E. Pronounce the sentences below using either word (a) or word (b). Another member of the class can then determine which word you used.

1.(a. again)(b. a gun) Did he say he would shoot _____?

2.(a. cat)(b. cot) It was a very large _____.

3.(a. sock)(b. sack) This _____ has a lot of holes in it.

4.(a. men)(b. man) We saw the _____ coming.

5.(a. suit)(b. soot) The _____ didn't look nice.

6.(a. could)(b. cooed) Whenever Alice _____, she would take a walk in the park.

7.(a. well)(b. whale) The _____ didn't go very deep.

8.(a. debts)(b. dates) Martha has a lot of _____.

/22/ vs /3/

F. Pronounce these pairs of words.

we'll	will	eat	it	team	Tim
meal	mill	beach	bitch	neat	knit
peal	pill	deed	did	bean	bin
leased	list	peak	pick	Pete	pit

/w/ and /y/

G. Pronounce these sentences that have the /y/ and /w/ sounds.

1. Wee Willy Wilson won the winning prize.

2. I seem to have trouble with my vowels.

3. We were not very warm while we waited.

4. Wine is made from grapes which grow on a vine.

(continued)

5. Vic's wise verse was actually very tedious.

6. We'll have some veal for supper tonight.

7. We had a wide view of the waterfall from our window.

Vowels

H. Pronounce the following words. Read across.

rut	rot	wrought	wrote
cut	cot	caught	coat
nut	not	naught	note
tut	tot	taught	tote
but	bot	bought	boat
chuck		chalk	choke
hull		hall	hole
fun		fawn	phone
Huck	hock	hawk	
done	Don	dawn	

/sh/ and /ch/

I. Practice saying these sentences.

1. Sheep aren't cheap.

2. Wash the dishes! Don't just watch them.

3. Which wish are you talking about?

4. Get the potato chips and I'll show you where to put them.

5. She bought a chunk of cheese.

/n/ vs /ng/

J. The only difference in pronunciation of the words below is in the nasal sounds. Pronounce these word pairs.

(continued)

Hun	hung	thin	thing	dawn	dong
sun	sung	kin	king	win	wing
ran	rang	sin	sing	pin	ping
sinner	singer	done	dung	din	ding
ton	tongue	run	rung	gone	gong

/th/ and /TH/

K. This exercise is a repeat from LESSON 12. Practice saying these phrases.

in a month	that's a myth
a pithy thought	breathe through your mouth
these teeth	then and there
thicker than that	take a bath
Ruth is thinking	my father isn't thin

/p/ vs /b/

L. In this exercise the pairs of words show a contrast between /p/ and /b/.

path	**bath**	pace	base	pass	bass	pig	big
Pete	beat	peer	beer	pill	Bill	pain	bane
pit	bit	pan	ban	pest	best	peg	beg
pat	bat	post	boast	pen	Ben	pole	bowl

Tongue Twister

M. Here is a well-known 'tongue twister.' Try it and see if your tongue gets twisted.

Peter Piper picked a peck of pickled peppers;

A peck of pickled peppers Peter Piper picked;

If Peter Piper picked a peck of pickled peppers,

Where's the peck of pickled peppers Peter Piper picked?

'o', /st/, /str/, /tr/ /thr/ and other clusters

LESSON 20

'o'

A. Here are a few phrases which have words that contain the number /1/ sound spelled with the letter 'o'.

some of the people	come home
dove of peace	my younger brother
a ton of bricks	the young mother
his son won	cover like a glove
a big discovery	I'm a great lover

/st/ and /str/

B. Practice saying the next group of words that contain the consonant clusters /st/ and /str/.

steam	stood	stream	strike
stay	stab	stray	strum
stew	steak	street	struck
stove	stung	string	strive
sting	stack	streak	strict

NOTE: If the beginning of these words is difficult to say without first pronouncing a vowel sound in front of the /s/ sound, then try to say the words with a long initial /sssssss/ sound. Then say them again but shorten the beginning sound to /s/.

/tr/

C. Here are some words that begin with the letters 'tr'. Try to imitate the exact pronunciation of your teacher when saying these words. The letter 't' in the combination 'tr' is pronounced like a /ch/ sound.

tree	tray	try	truce	truck
track	trek	trot	treaty	treat

/tr/

D. Pronounce these sentences. Remember that the letter 't' in the combination 'tr' is pronounced like a /ch/ sound.

1. The truck full of army troops crashed.
2. Florida has a semi-tropical climate.
3. The tribesmen were daring and courageous.
4. The English translation was not very good.
5. 'Tricky' Dick didn't tell us the whole truth.
6. An equilateral triangle has all sides equal.
7. I will try to travel to Bangkok soon.
8. The monk told us the truth.

/thr/

E. Pronounce these words which have the sounds /th/ plus /r/. A few sentences follow.

three	threw	threat	thrust	thrown
throw	thrice	throb	through	thru

1. Hurry up and throw the ball.
2. I came through this town last year.
3. He tried to threaten me.
4. He tried three times.
5. The third time I threw him out.

Clusters

F. Here are some other consonant clusters that consist of the sounds /sk/, /skr/, /sn/ and /sp/. Pronounce these words.

school	scab	scratch	snow	spice
skull	skate	screech	sneeze	spoon

(continued)

sketch	skirt	scream	snap	spank
schedule	scheme	screw	snob	spade
scatter	ski	scrawny	snake	spare

Review - Consonant Clusters

G. Pronounce the following sentences.

1. These trees are dying from polluted air.
2. The coal miners in West Virginia went on strike.
3. The symbol of a skull and crossbones signifies poison.
4. John Jones usually goes 'stag' to parties.
5. The rocket had tremendous thrust.
6. Three of us waxed the floor.
7. His guests arrived late.
8. Cows sometimes think that the grass is greener on the other side of the fence.
9. Strike-breakers are often called 'scabs.'

Consonant Clusters with /s/

H. Consonant clusters with the /s/ sound often occur at the end of words. Here are some common examples. Pronounce them, and try to imitate your teacher's pronunciation.

pest	mask	first	costs
next	snakes	guests	tasks
dust	cast	waxed	lasts
desk	just	vests	shacks
last	fast	grass	looks

Spellings for /42/ /br/, true and chew /dr/, isn't, draw and jaw

LESSON 21

/42/

A. The /42/ sound may be spelled with the letters 'ai' or 'ei'. Pronounce these words.

rain	strain	drain	paint
train	paid	mail	chain
brain	grain	tail	reign
rein	vein	veil	feign

B. Make a short sentence with each of the above words.

/br/

C. Here are some words that begin with /br/. Pronounce them and the phrases that follow.

brain	bribe	Brad	brute
brace	broom	brown	brush
Bruce	breeze	braid	Britain

a little brat — a black veil

a nice breeze — paint with this brush

Bruce Street — a bribe

true and chew

D. Pronounce the pairs of words below. The only difference in their pronunciation is that one word of each pair has an /r/ sound and the other doesn't.

true	chew	treat	cheat
train	chain	tramp	champ
trap	chap	trick	chick

(continued)

trance	chance	trip	chip
truck	chuck	trunk	chunk
trill	chill	trump	chump

/dr/

E. When the letters 'd' and 'r' are together at the beginning of a word, then the 'd' is pronounced like a /j/ sound. Pronounce the words below and try to imitate the pronunciation of your teacher.

drip	dream	drain	draw
drag	dry	drug	drum
drill	dress	drama	drop

isn't

F. The next exercise is an 'isn't' exercise. The final 't' on 'isn't' is usually not completely pronounced in normal speech. This uncompleted 't' makes the /n/ sound very short. The /n/ sound is cut off abruptly. Imitate your teacher's pronunciation as closely as you can when you pronounce these sentences.

1. Joe isn't afraid to die, but Bruce is and so am I.
2. That isn't fair.
3. Black isn't white.
4. Two plus two isn't five.
5. This isn't going to work.
6. If my name isn't Richard Mophouse, I'll eat my hat.
7. Jim isn't going.
8. John isn't going either.

draw and jaw

G. Pronounce the pairs of words below. The only difference in their pronunciation is that one word of each pair

(continued)

has an /r/ sound and the other doesn't.

draw	jaw	drill	Jill
drive	jive	drain	Jane
drew	Jew	drag	jag
drunk	junk	drug	jug
drip	gyp	dressed	jest

Review

H. Read each of the following statements and change them to questions by substituting a question word(e.g., what, where, when, how, or why) for the underlined word(s) in the statement. Another member of the class can then give a short answer.

EXAMPLE: Ahmed Jon lives on Bruce Street.

question: Where does Ahmed Jon live?

short answer: On Bruce Street.

1. The girl brought a black veil.
2. John could play the drums.
3. Britain is suffering from the 'brain drain.'
4. Mr. Black saw Bruce on the street.
5. The principal refused to take the bribe.
6. The girl from India had long, black, braided hair.
7. The bracelet was made of pure gold.
8. A drunk person shouldn't drive a car.

Intonation and Rhythm

I. Pronounce the following sentences and imitate your teacher's pronunciation.

(continued)

Intonation and Rhythm(continued)

The ⌈bracelet was ⌈gold.

The ⌈bracelet was made of ⌈gold.

The ⌈bracelet was made of pure ⌈gold.

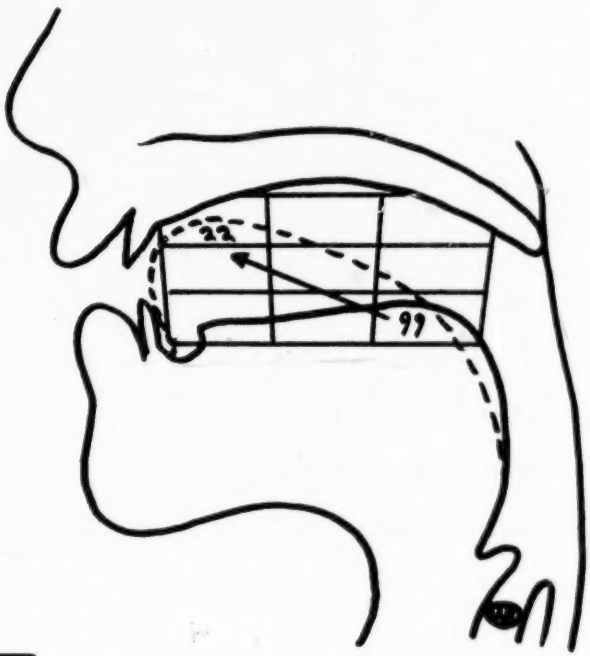
The ⌈bracelet was made of pure ⌈gold ⌈with ⌈silver.

The ⌈bracelet was made of pure ⌈gold ⌈with some ⌈silver.

/92/, '-ing', 'they're' LESSON 22

/92/

The number nine-two sound is a combination of the /99/ sound plus the /22/ sound. The first part of the sound, the /99/ part, is stressed more than the second part, the /22/ sound. In the production of the /92/ sound, the tongue moves from the position for the /99/ sound to the approximate position for the /22/ sound. The diagram below demonstrates this change in tongue position.



the /92/ sound

as in oil

/92/

A. Pronounce the following words. Notice that the /92/ sound is spelled with the letters 'oi' or 'oy'.

boy	joy	coin	coil	appoint
toy	coy	boil	spoil	broil
Roy	Moyle	join	oil	moist

/92/

B. Pronounce these phrases.

(continued)

don't join the KKK	boil all of the water
a broiled steak	annoint his head with oil
to coin a phrase	why be so coy
aluminum foil	the joy of spring
Roy Rogers	Mr. Moyle's oil

/92/

C. Pronounce these sentences.

1. The snake coiled, ready to strike at the boy.
2. She likes her steaks broiled over a charcoal fire.
3. Gandhi often wore only a loin cloth.
4. Ms. Doyle and Mr. Doyle are not married.
5. The soldier rejoined his outfit.
6. The Moyle Chemical Company makes aluminum.
7. Mr. Doyle was boiling mad because Roy was annoying Ms. Doyle.

'-ing' and Review

D. Read the following sentences for practice in using words with an '-ing' ending.

1. Irving isn't eating during the proper times.
2. "Sparing spankings leads to spoiling," said the man.
3. His sense of touch was suffering because he wasn't feeling well.
4. Learning 'Reading and Writing' is an essential part of mastering English.
5. "Speaking of bathing," said the tramp, "I remember bathing in the spring of 1968.

they're

E. Read the sentences below and pronounce the contracted form of 'they are' — 'they're.'

1. They are white, black, yellow, red, and brown.
2. They are all over the world.
3. Sometimes they are funny and sometimes serious.
4. They are often famous.
5. They are people who enjoy large groups of people.
6. They are usually very good looking, or somehow appealing.
7. They are seen on television and in the movies.
8. Many of them have worked in Hollywood, California, at one time or another.

WHO ARE THEY ?????????

Movlestars, of course.

/06/, 'cl' and 'cr'
/br/, /pr/, /gr/
/-nt/ and /-nd/

LESSON 23

/06/

The number zero-six sound is a combination of the /0/ sound plus the /66/ sound. The first part of the /06/ sound is stressed more than the second part. In the pronunciation of the /06/ sound, the tongue moves from the position for the /0/ sound to the approximate position for the /66/ sound. The lips are rounded for the second part of the /06/ sound. The following diagram shows the change in tongue position. Lip-rounding is not shown.

the /06/ sound

as in pound

/06/

A. Pronounce these words. This group of words has the /06/ sound spelled with the letters 'ou.'

scout	pound	trout	trousers	about
crouch	couch	council	our	round
hour	proud	south	cloud	ground
stout	shout	mouth	doubt	sound

/06/

B. The next group of words also contains the /06/ sound, but in these words the /06/ sound is spelled with the letters 'ow'.

rowdy	fowl	Moscow	cowboy	allow
coward	growl	brow	crowd	brown
town	dowry	renown	vowel	scowl
how	drowsy	gown	plow	vow

/06/

C. Pronounce these sentences.

1. She powdered her nose and tried on her new blouse.
2. We'll send them out in an hour.
3. The mountain peaks towered over the cliffs.
4. The drowsy brown cow howled when the dog growled.
5. The clouds were close to the ground.
6. Ow! This water is hot!

'cl' and 'cr'

D. The letters 'cl' and 'cr' are pronounced with the /kl/ and /kr/ sounds, respectively. Pronounce the pairs of words below.

clam	cram	cramp	clamp	crack	clack
crash	clash	crick	click	crutch	clutch
crowd	cloud	crew	clue	cricket	click it
crown	clown	crime	climb	crock	clock

/br/, /pr/, /gr/

E. This next group of words has the consonant clusters /br/, /pr/, and /gr/. Pronounce these words and your teacher will check to see if you have any difficulty.

(continued)

brown	proud	ground
broke	practice	great
brag	precede	Greece
brief	pregnant	greed
brew	prejudice	groan
bring	priest	green
breeze	price	grass

NOTE: Your teacher may ask you to make sentences with some of the above words. Can you?

/-nt/ and /-nd/

F. The following pairs of words show a contrast between the final /-nt/ and /-nd/ sounds. Words with /nd/ at the end are longer than words with /nt/ at the end. The word bent is not as long as the word bend. In normal conversation, the final /t/ and /d/ sounds are often not completely pronounced so that the length of these words is important in distinguishing them. Imitate the pronunciation of your teacher.

bent	bend	tent	tend
can't	canned	pant	panned
rent	rend	lent	lend
meant	mend	pint	pined
spent	spend	ant	and
sent	send	scant	scanned

/-nt/ and Review

G. Pronounce the following questions and then answer them using the word 'aren't'.

EXAMPLE: Are clowns chairs?

answer: No, they aren't. They're people.

(continued)

1. Are Greeks Latin Americans?
2. Are diamonds usually cheap?
3. Are ripe bananas in the U.S. usually green?
4. Are cramps comfortable?
5. Are ants as large as people?
6. Are crooks policemen?
7. Are circles squares?

Intonation and Rhythm

H. Pronounce these sentences.

Roy's a cowboy.

Roy and I are cowboys.

Roy and I are proud cowboys.

Both Roy and I are proud cowboys.

Mr. Moyle knows that both Roy and I are proud cowboys.

Some spellings for /02/ /bl/ and /pl/, other clusters with /l/, 'as'

LESSON 24

/02/

A. The following words have the /02/ sound spelled with the letters 'y', 'i', 'uy' and 'ie'. Pronounce these words.

cry	dry	guy	tie	lie
shy	why	buy	pie	tri-
sky	my	pi	die	try
fly	ply	hi	vie	pry

/bl/ and /pl/

B. The pairs of words below contrast the consonant clusters /bl/ and /pl/.

blank	plank	blot	plot
blaster	plaster	blush	plush
bleed	plead	blunder	plunder

Clusters with /r/ and /l/

C. Here are some common phrases.

a draft-dodger	a glamor girl
a gloomy night	with a flick of the finger
a blank stare	a blatant lier
a blade of grass	a wash-n-wear shirt

Clusters with /l/

D. Pronounce these sentences.

1. He'll give you the glass.
2. Gloria plays the drums.

(continued)

3. This black glove is stained with blood.
4. I dream about playing a major role in a drama.
5. Pronounce the words 'glitter,' 'glisten,' and 'gleam.'
6. He blames Drena for the burning of the platform.
7. Do you really think this blue dress is black?
8. A fruit fly flew around my plate.
9. The drowsy drinker flopped into the blue chair.
10. I lost my black tie last night.

'as'

E. The word 'as' in normal conversation is pronounced with the number one sound plus /z/. Practice these phrases and imitate your teacher's pronunciation.

as blue as the sky	as tight as a glove
as black as pitch	as delicate as a flower
as dry as a bone	as hard as a rock
as light as a feather	as sharp as a razor
as tough as nails	as old as the hills
as good as gold	as sweet as sugar
as busy as a beaver	as clean as a whistle
as ugly as sin	as fresh as a daisy
as pretty as a picture	as deep as the ocean
as dead as a doornail	as weak as a kitten
as smooth as silk	as easy as falling off a log
as free as the wind	as blind as a bat

Clusters with /l/

F. Pronounce these sentences. Imitate your teacher's intonation and rhythm.

(continued)

1. The flimsy flag burned with a bright flame.
2. The drug in her drink made Gloria drowsy.
3. This plastic flower will always be in bloom.
4. The black flag of anarchy flapped in the wind.
5. Drena blushed as she drew the picture.
6. The sight of blood filled me with dread.
7. My dog has fleas.
8. Flick on the flashlight.
9. Our planet may soon be a plundered globe.

Final 'y', plural spelling of nouns with '-y', /t/ plus /n/, medial /t/

LESSON 25

Final 'y'

A. When the letter 'y' comes at the end of a word and is not stressed, it is pronounced like a weak /22/ sound. Pronounce the following words and the phrases that follow.

sandy	lazy	windy	waxy
happy	dusty	noisy	empty
dirty	bloody	Henry	candy
Kathy	lady	handy	baby

a dusty road — a lazy day

a noisy city — a dirty joke

a windy day — a beautiful baby

my empty hand

Plural spelling of nouns with '-y' - also verbs with '-y'

B. When the plural of nouns that end in 'y' is made, the 'y' changes to 'i' and 'es' is added.

EXAMPLE: baby --------- babies

Verbs that end with the letter 'y' also form the 3rd person singular form in this manner.

EXAMPLE: cry --------- cries

Change the underlined words in the following sentences to their '-ies' forms. Make other changes in the sentences as necessary.

1. I have three different kinds of candy.
2. The baby was crying.
3. That lady was very intelligent.
4. 'Wash-n-wear' shirts dry quickly.
5. The fly on the table flew away.

(continued)

6. I fly to New York every month.

7. These babies cry a lot.

8. These boys try very hard.

/t/ plus /n/

C. When the /t/ sound comes before an /n/ sound at the end of a word as in kitten, button, etc., the /t/ sound is not fully pronounced. It blends into the /n/ sound. Imitate your teacher's pronunciation as he pronounces these words.

kitten	rotten	satin	Newton
bitten	cotton	Latin	Sutton
beaten	gotten	Satan	wanton
button	fatten	glutton	eaten
didn't	wouldn't	shouldn't	couldn't

/t/ plus /n/

D. Here are some sentences which contain words that are pronounced as those above.

1. The cotton was almost completely rotten.

2. The silk and satin dress was very expensive.

3. He wouldn't have been beaten if he had gotten enough sleep last night.

4. She told me the kitten had bitten her.

5. The little boy's mother buttoned his coat.

Medial /t/

E. When the letter 't' occurs in the middle of a word, not at the beginning and not at the end, it is often pronounced like a fast /d/ sound. This happens if the syllable which the 't' begins is not stressed.

(continued)

EXAMPLE: The letter 't' in voter is pronounced like a fast /d/ sound.

The letter 't' in retain is not pronounced like a fast /d/ sound because it begins a stressed syllable. Instead, it is pronounced just like a /t/ sound at the beginning of a word.

Here are just a few of the many words that have the letter 't' pronounced like a fast /d/ sound.

water	thirty	duty	forty
Peter	native	center	meeting
dirty	Saturday	motor	eating
meter	tutor	repeated	international

twenty questions — a native speaker

Peter Piper — international cooperation

a water meter — a bitter lesson

a little bit — what's the matter

Medial /t/

F. Here are some words with the letters 'tt'. These letters are pronounced like a fast /d/ sound.

Betty	matter	batter	cutting
bottle	butter	hottest	fatter
cattle	bitter	little	hotter
latter	trotter	tatter	sitter

Review

G. Here is a two-line sentence you can practice.

(next page)

If Jim had seen that bin of beans,

he could've eaten it at a sitting.

Medial /t/

H. Pronounce these sentences.

1. Peter wanted to leave on Saturday.
2. Betty isn't fatter than Juanita.
3. We couldn't finish twenty bottles of beer.
4. Forty very pretty girls entered the beauty contest.
5. The cattle scattered when the gun went off.

   (NOTE: 'went off' is pronounced as one word)
6. It was hotter at the bottom than at the top.
7. A little bottle of perfume will always flatter a young lady.
8. It's just a matter of time before things get better.
9. The latter went instead of the former.

Medial /t/ and Review

I. If you are getting tired of pronunciation about now, maybe the following verse will help reinspire you.

Good, better, best;

Never let it rest,

Until your good is better,

And your better, BEST!

Medial /t/ and Review

J. If you like verse and you are in the mood for a tongue twister, here is a super tongue twister that will perhaps help you with the letter 't' that sounds like a fast /d/. The teacher can say this one first so that you have a model to imitate.

(next page)

Betty Botter bought some butter,
But she said, "The butter's bitter.
If I put it in my batter,
It will make my batter bitter.
But a bit of better butter
Will make my batter better."
So she bought a bit of butter,
Better than her bitter butter,
And she put it in her batter,
And the batter was not bitter.
Soooooooo, ...
Twas better Betty Botter bought a bit of better butter!

(Don't be disappointed if you couldn't say it the first time.)

BASIC and NAME sounds of the letter 'a', spelling of '-ed', '-ing', '-er', and '-est' forms

LESSON 26

BASIC and NAME sounds of the letter 'a'

A. The words in column A are pronounced with the BASIC sound of the letter 'a' - the /5/ sound. The column B words are pronounced with the NAME sound of the letter 'a' - the /42/ sound. Note that all the column B words end with the letter 'e'. Pronounce the words below - read across.

A	B
bass	base
lack	lake
man	mane
cat	Kate
fat	fate
hat	hate
mad	made

OTHERS

pat	pate	nap	nape	fad	fade
rat	rate	shack	shake	mat	mate

'-ed' and '-ing' forms

B. Here is a new kind of exercise for you. Write the suffixes '-ed' and '-ing' as indicated at the end of the words which follow.

RULE: If a word ends with a single consonant preceded by a single vowel, and if the word has only one syllable, or if the last syllable is stressed, double the consonant before adding 'ed', 'ing', 'er', or 'est'.

Add the letters 'ed' to these words.

hope_____	pin_____	razz_____
hop_____	pine_____	raze_____

(continued)

mate_____ rap_____ rape_____

Add the letters 'ing' to these words.

stripe_____ muss_____ scrape____

strip_____ muse_____ scrap_____

note_____ knot_____ swim_____

BASIC and NAME sounds

C. If a vowel precedes a double consonant, it is pronounced with its BASIC sound. If the vowel precedes a single consonant plus another vowel, then it is pronounced with its NAME sound. Pronounce these words.

hopping	hoping	pinning	pining
latter	later	tapped	taped
pipped	piped	rapped	raped
stripping	striping	tilled	tiled
scrapped	scraped	matting	mating
supper	super	slopped	sloped
filled	filed	razzed	razed
winner	whiner	dinned	dined

'-er' and '-est' forms

D. Add the suffixes '-er' and '-est' to the words below as indicated. Remember the rule about doubling the final consonant.

Add 'er' to these words.

thin_____ red_____ ring_____ light____

flat_____ black____ fat_____ sing_____

Add 'est' to these words.

fat_____ fair_____ hot_____ white____

pretty___ black____ red_____ hungry___

'c' pronounced /s/ or /k/
silent 't' and silent 'w'

LESSON 27

'c' pronounced /s/

A. When the letter 'c' is followed by the letters 'e', 'y', or 'i', it is pronounced /s/. Pronounce these words.

vice	Lucy	pencil
brace	lacy	city
cent	encyclopedia	cider
central	Cypress Gardens	circut
rice	cylinder	civilian
cell	cynic	cigarette
century	cycle	circus

'c' pronounced /k/

B. If the letter 'c' is not followed by one of the letters mentioned above('e', 'y', or 'i'), it will be pronounced /k/. Pronounce the words below.

cushion	canal	coed	comrade
custom	click	clock	cafe
curse	conclude	captive	clothes
clumsy	clash	consistent	conform
coffee	comic	cartoon	cannon

Can you make sentences with all of the above words? Your teacher may ask you to use some of these words in sentences.

Review

C. Change the following sentences to the past tense.

1. The City Council sits in a circle around the table.
2. The C.I.A. will certainly censor this report.

(continued)

3. The 1970 census shows that there are more than 200 million U.S. citizens.

4. My niece will be maced in the face during a peace march.

5. The circumference of the circle is 3.24 meters.

'c' pronounced /k/

D. In this next exercise, one person may read the question while someone else can respond to the question with the indicated answer.

1. What did that cute curvy coed wear to the party?

   colorful clothes

2. What cost Carol $300 in cash?

   an oriental carpet

3. What custom is not very common?

   cannibalism

4. Who climbed onto the camel's back?

   that clown

5. What is easy to catch?

   the common cold

Silent 't' and 'w'

E. There are a few words in English which have a silent 't'. Slightly more common is the silent 'w'. Pronounce these words without a /t/ or /w/ sound.

listen	write	answer	hustle
often	wrestle	wreck	bustle
fasten	wrong	wrap	rustle
hasten	wreath	wrist	mistletoe

Tongue Twister - /r/

F. Here is one more tongue twister that may occupy some of your time. Watch the /r/ sound in this one.

Robert Rowley rolled a round roll round;

A round roll Robert Rowley rolled round;

Where rolled the round roll Robert Rowley rolled round?!!!!

'g' pronounced /j/
'-dge' pronounced /j/
'-igh-' pronounced /02/

LESSON 28

'g' pronounced /j/

A. The letter 'g' is usually pronounced /g/ as in go. But there are some words in which it is pronounced /j/. In these words one of the letters, 'e', 'i', or 'y', will follow the 'g'. Pronounce the words and phrases below.

a giant giraffe	the gist of the situation
a German genius	drunk on gin
it was a gyp	register early
ginger ale	the genetic makeup
a gentle gypsy	it was George's gem

Other words with 'g' pronounced /j/.

germ	geometry	gymnasium
gender	general	digest
geology	generous	geography

'-dge' pronounced /j/

B. There are a few words that have the /j/ sound spelled with the letters 'dge'. Here is a list of the most common words of this type which you are likely to encounter.

midget	badge	ridge	hedge	pledge
edge	lodge	dodge	wedge	drudgery
grudge	fudge	porridge	gadget	nudge
		hodgepodge		

'-igh-' pronounced /02/

C. The letters 'igh' are pronounced /02/. Make a sentence with each of the words below.

height	right	might
sight	tight	blight

'ew' pronounced /66/
'ow' pronounced /86/
'ow' pronounced /06/
Silent 'k'

LESSON 29

'ew' pronounced /66/

A. Pronounce the words below and make a sentence with each word.

new	stew	crew	threw
knew	brew	blew	grew
pew(/y66/)	shrewd	few(/y66/)	lewd
screw	Lewis	drew	flew

'ew'

B. Practice these sentences that have words with the letters 'ew' pronounced with the /66/ sound or the /y66/ sound.

1. The newly created statue had been hewn(/y66/) out of solid rock.
2. The crew never knew what was put into the stew.
3. Lewis is a shrewd competitor.
4. We threw away all the nuts, bolts, and screws.
5. Only a few people were sitting in the church's pews.
6. Most of our highways are strewn with litter.

'ow' pronounced /86/

C. Here is a partial list of words which have the letters 'ow' pronounced with the /86/ sound. Pronounce them.

pillow	glow	yellow	grow
low	know	blow	borrow
hollow	window	mowed	bellow
grown	tow	sparrow	owe
fellow	shallow	throw	crow

'ow' pronounced /06/

D. The next group of words have the letters 'ow' pronounced with the /06/ sound. There is no rule to follow to determine whether the letters 'ow' will be pronounced with the /06/ sound or with the /86/ sound(as in the previous exercise). You will have to memorize each word. Pronounce the words below.

sow	now	brown	brow
Cracow	how	gown	plow
vowel	cowboy	wow	renown
growl	fowl	drowsy	vow
crowd	crown	town	dowry

'ow' pronounced either /86/ or /06/

E. In the following words, the letters 'ow' are pronounced either with the /06/ sound or the /86/ sound. Write the number of the sound for each of the words below.

clown_____	fowl_____	how_____
grow_____	plow_____	vowel_____
sorrow_____	glow_____	bow(verb)___
now_____	blow_____	narrow_____
low_____	Moscow_____	row_____
borrow_____	flow_____	brow_____
know_____	renown_____	known_____

'ow' pronounced either /86/ or /06/

F. Pronounce the following words. Some of them are pronounced with the /06/ sound and some with the /86/ sound.

clown	fowl	mowing	owe	wallow
follow	row	gown	now	Cracow
shallow	cowboy	narrow	flow	growth

(continued)

chow	drowsy	drown	crowd	vow
scowl	tow	bellow	blown	dowry

Silent 'k'

G. Note that in the sentences below, the letter 'k' is silent when it precedes the letter 'n' at the beginning of a word. Pronounce these sentences, and imitate the rhythm and intonation of your teacher's pronunciation.

1. The U.S. government keeps its gold at Fort Knox under heavy guard.
2. The returned Peace Corps Volunteer told me that the U.S.A. should be called 'the Land of the Round Door Knobs.'
3. Bureaucracy will never knuckle under from criticism alone.
4. Knowledge has often made a bloody entrance.
5. Zelda knew that Max kept a knife in his knapsack.
6. The clown wore a yellow knick-knack on his knee.

'ow'

H. Here are some additional sentences with words that contain the letters 'ow'. Try to imitate your teacher's intonation and rhythm.

1. The would-be actress carefully pronounced the words, 'how - now - brown - cow.'
2. While in Moscow, I took a vow not to scowl.
3. The drowsy cowboy fell asleep.
4. The vowel sound in 'crown' is pronounced with the /06/ sound.
5. John borrowed Zelda's lawnmower to cut his grass.

(continued)

6. Do you know that fellow over there in the yellow shirt?
7. I tried to follow the sparrow in my rowboat through the shallow and narrow waterway.
8. I lost him in the thick growth but suddenly spotted him in a hollow willow tree.
9. He was a big fellow with a yellow crown - a very rare bird.

Pronunciation of '-all'
'or' and 'oor', prefixes
'in-', 'im-', and 're-'
silent 'l'

LESSON 30-31

Pronunciation of the letters '-all'

A. When the letter 'a' is followed by double 'll', it is pronounced /99/ as in all. The letter 'a' in other single-syllable words which end with a consonant is pronounced /5/ as in cat. Pronounce the words below.

fat	hall	gall	pall
fall	rat	man	call
wall	mall	tall	bad
bat	recall	hat	ball

'or' and 'oor'

B. In the sentences below, the letters 'or' and 'oor' are pronounced with the /99/ sound plus the /r/ sound. Pronounce these sentences.

1. The imported sword was for sale in the store on the corner.
2. The former abortionist lived on the fourth floor.
3. More marijuana was reported to be growing north of the border.
4. The porter told me to go to the third door on the left on the fourth floor.

'or'

C. In some words the 'or' letters are pronounced with the /r/ sound alone without the /99/ sound as in word. There are only a few of these words, but they occur often. You must know them. Pronounce the sentences below.

1. I usually walk to work.
2. The dirty worm cheated me out of ten bucks.

(continued)

3. He worked hard for his worldly goods.

4. Her grades turned out worse than she thought they would.

5. The entrepreneur thought that the working class was a worrisome group of people.

6. Your fingerprints consist of a series of whorls.

7. Christians often worship in a church.

Prefixes 'in-', 'im-', and 're-'

D. Many words in English are formed by adding the prefixes 'in-', 'im-', and 're-' at the beginning. The prefixes 'in-' and 'im-' often carry a negative meaning as in the words inexpensive, impolite, impotent, etc. The 're-' prefix usually refers to a repetitive action as in the words rerun, reopen, reform, and others. Read the sentences below and be sure that you understand all the words.

1. We may have to rehash some of these exercises and revamp the incomprehensible ones.

2. Some of the exercises are redundant and others are inconsistent.

3. It is, of course, impractical to recreate an entirely new set.

4. But I would like to ask you not to be impatient as the impure material is being reviewed and revised.

Silent 'l'

E. Some words in English have a silent 'l'. Pronounce the sentences below which contain a few of these words.

1. Talk to me, baby!

2. Won't you let me walk you home?

3. The teacher is continually dropping the chalk.

4. The Falkland Islands are in the South Atlantic Ocean.

The letters 'ar' and '-er'

LESSON 32

The letters 'ar'

A. The letters 'ar' are pronounced with the number zero sound plus the /r/ sound as in star. Pronounce these words.

star	parliament	smart	shark
park	Carl	garbage	artist
scar	start	carpet	Mars
depart	Martin	snarl	alarm
martyr	dark	party	guard

'ar'

B. Here are some sentences that have words containing the 'ar' letters. Be sure to imitate the intonation and rhythm of your teacher's pronunciation.

1. Parking can be fun.
2. There are no canals on Mars.
3. Carl was looking at the stars last night.
4. Martin and Carl love Martha and Margaret, respectively.

   (Question: Does Martin love Margaret?)
5. Martin Luther King and Robert Kennedy were both martyrs.
6. Richard Moohouse, on the other hand, will never be a martyr.
7. Clark started to swim faster when he saw the shark.
8. Sultan Ahmad and I walked to the market place in the old bazaar.

'er'

C. Complete the sentences below with words that have the letters 'er' at the end. Remember that many 'er' words indicate "someone who does something" - these words come from verbs. A person who sings, for example, can be called a singer. Imitate the intonation and rhythm of your teacher's pronunciation.

(next page)

1. Alexander the Great conquered many lands. He was a _____.
2. Rudolph Valentino was supposed to have loved many women. Zelda told me that he was a great _____.
3. Someone who hunts for girls could be called a _____.
4. War planes that bomb are called _____.
5. A person who reports the news is a _____.
6. I used to smoke almost three packs of cigarettes a day. I was a heavy _____.

'er'

D. Add the letters '-er' to the following words. Watch your spelling!

love_____	poison_____	bat_____
announce_____	prison_____	make_____
transmit_____	cut_____	advise_____
record_____	catch_____	watch_____
fight_____	run_____	call_____
gun_____	stop_____	whisper_____
kill_____	operate_____ (careful)	abuse_____

E. An extra

Mr. A: I'm getting tired of these girls running around half naked!

Miss B: You're getting tired of half-naked girls?!!!

Mr. A: No, I'm getting tired of their running around.

(In order to justify the above dialogue, ... What kind of intonation pattern must accompany the question by Miss B? Do you know why?)

Pronunciation of 'ea' /zh/, 'th' plus 'e'

Pronunciation of the letters 'ea'

A. Though the letters 'ea' often represent the /22/ sound as in beat, they sometimes represent the /4/ sound as in dead. You will have to memorize these words that have 'ea' pronounced with the /4/ sound.

head	dead	weather
bread	death	bear
thread	breakfast	breadth
leather	treasure	measure
	pleasure	

'ea'

B. Pronounce these sentences.

1. It's been a pleasure.
2. What's the weather like today?
3. I'm as hungry as a bear.
4. I usually skip breakfast.
5. What's the width and breadth of the box?
6. They went on a treasure hunt.

/zh/

C. A few words in English are pronounced with the /zh/ sound. The /zh/ sound is the voiced form of the /sh/ sound(see the diagram on page 57 - LESSON 13). There are several spellings for this sound. Pronounce these words.

pleasure	vision	Persian
measure	occasion	Asia
treasure	version	Caucasian

(continued)

reversion	confusion	Asian
decision	division	contusion
revision	delusion	recursion

'th' plus 'e' — /TH/

D. When the letter 'e' follows 'th' at the end of a word, the 'th' letters are pronounced /TH/ as in bathe. There are only a few of these words in English.

bathe	clothe	breathe
writhe	tithe	soothe
seethe	lathe	scythe

/th/ and /TH/

E. Read the following phrases.

the wealth of nations	you need a bath
Beth has good health	but I just bathed last week
a seething sea	don't breathe a word of this
a language laboratory booth	Ruth has a big mouth

Spellings for the /4/ plus /r/ sounds, quantity words, /sm/ and /sl/

LESSON 35

Spellings for the /4/ plus /r/ sounds

A. All of the words below have the number /4/ plus /r/ sounds as in care. Notice the different spellings the number /4/ sound has in these words.

-ai-	-ei-	-ea-	-a-		-e-
fair	their	bear	dare	care	there
hair		tear	share	mare	where
chair		pear	rare	stare	very
fairy		wear	glare	flare	merry
flair			square		berry

Quantity words

B. Sometimes a 'quantity' word is used to indicate a group or relatively large number of a particular kind of animal. These 'quantity' words may not be interchanged. Pronounce the phrases below.

a pack of wolves	a school of fish
a herd of cattle	a colony of rats
a pride of lions	a bevy of beauties
a flock of sheep	a gaggle of geese
a bunch of grapes	a flock of birds

ALSO

a loaf of bread	a pair of shoes
a bottle of ink	an ear of corn
a den of thieves	a fleet of boats

/sm/ and /sl/

C. You should be able to pronounce words that begin

with the letters 'sm' and 'sl' without inserting a vowel sound before or after the /s/. Pronounce the following words and phrases.

slang	sloppy	smoke
sly	slide	smut
slow	slip	smash
slaughter	slender	smear

a slip of the tongue — a slap in the face

a work slowdown — a smash in the face

a sleepy dog — 'smog' means smoke plus fog

a slice of cheese — don't hand in sloppy work

Intonation and Rhythm

D. Pronounce these sentences and imitate the intonation and rhythm of your teacher's pronunciation.

The ⌈wolves⌉ surrounded the ⌈sheep⌋.

The pack of ⌈wolves⌉ surrounded the ⌈sheep⌋.

The pack of hungry ⌈wolves⌉ surrounded the ⌈sheep⌋.

The large pack of hungry ⌈wolves⌉ surrounded the ⌈sheep⌋.

The large pack of hungry ⌈wolves⌉ surrounded the frightened ⌈sheep⌋.

The letters 'oo' followed by 'r' or 'k', the letters '-ture', 'f' to 'v' in plural forms

LESSON 36

The letters 'oo' followed by 'r' or 'k'

A. If the letters 'oo' are followed by the letter 'r' or the letter 'k', they will usually be pronounced with the number /7/ sound as in book. Otherwise, they will be pronounced with the /66/ sound as in pool(see LESSON 6, page 25) with a few exceptions listed in B below. Pronounce these words.

book	took	door
look	rook	poor
shook	hook	moor
crook	nook	boor
snook	cook	floor

The letters 'oo' — exceptions

B. The following words are also pronounced with the /7/ sound even though the letters 'oo' are not followed by 'r' or 'k'. Pronounce these words.

good	wood	foot
soot	stood	wool
hood	hoof	woof

And just in case you thought it would be easy, the word spook(to haunt) and also the word kook(an eccentric person) are pronounced with the /66/ sound as in boot.

The letters '-ture'

C. There are a number of words in English that have the letters '-ture'. These letters are pronounced with a /ch/ sound plus an /r/ sound as in culture. Pronounce the words below.

picture	adventure	temperature	lecture
mixture	culture	torture	legislature

(continued)

furniture	posture	miniature	rupture
fixture	capture	nature	curvature
juncture	rapture	pasture	achitecture

'-ture'

D. Make a sentence with each of the following phrases. The teacher can check your intonation to see that it is correct.

the state legislature	old, beat-up furniture
a nature lover	a bad case of culture shock
the curvature of the earth	an interesting lecture
classical architecture	the captured soldiers

'f' to 'v' in plural formation

E. To make the plural of words that end with the letters '-lf', you must change the letter 'f' to 'v' and add 'es' as in half - halves. There are also some other words that change the 'f' to 'v' in the plural such as wife - wives. Pronounce the following words.

elf - elves	self - selves
half - halves	scarf - scarves
shelf - shelves	wharf - wharves
knife - knives	wolf - wolves
wife - wives	calf - calves
leaf - leaves	thief - thieves
life - lives	loaf - loaves

The letters '-sion' and '-tion', change in stress

LESSON 37-38

The letters '-sion' and '-tion'

A. The letters '-sion' and '-tion' are pronounced /sh^{1}n/ as in the words passion and position. Pronounce the words below.

mansion	expression	explanation	position
permission	omission	attention	infection
mission	session	vacation	station
expansion	fission	generation	function

Change in stress

B. When a word has one of the suffixes '-tion', '-ic', '-ical', or '-ity', the main stress will be on the syllable preceding the suffix as in éducátion, scientífic, económical, and electrícity. These words come from éducate, science, económy, and eléctric. There has been a change in the location of the stress. Pronounce the following words.

éducate	- éducator	- educátion
liberty	- liberator	- liberation
philosophy	- philosopher	- philosophical
economy	- economist	- economical - economics
observe	- observer	- observation

línguist	- linguístics	témpt	- temptátion
notify	- notification	history	- historical
dictate	- dictation	confirm	- confirmation
occupy	- occupation	grammar	- grammatical
note	- notation	nation	- nationality
contribute	- contribution	material	- materialistic
biology	- biological	negotiate	- negotiation
geography	- geographical	rotate	- rotation
operate	- operation	propose	- proposition

Change in stress

C. For some words in English, a difference in stress will indicate whether a word is a noun or a verb as in permit (a verb) and pérmit (a noun). These words are always two-syllable words. The noun will always be stressed on the first syllable, and the verb will always be stressed on the second syllable. Here are some sentences with words of this type.

1. There is an óbject on the table.
2. He objécts to doing too much work
3. A visa is a pérmit to enter a country.
4. It permíts him to enter the country.
5. The désert was vast.
6. The soldiers desérted.

The following sentences do not have the stressed syllable marked, but you should be able to determine how to pronounce the underlined words from the context.

7. I inserted the metal object into the hole.
8. 'A pervert has a perverted mind,' said the censor.
9. We are progressing and should soon reach a new record.
10. I often record my voice in the language laboratory.
11. The project must go on - we will not permit any protests.
12. The rebel never suspected that he would be killed.
13. The content of this manual should not insult anyone.
14. Insults will never increase understanding.
15. The object of these sentences is not to convert you.
16. Any protests concerning the material in this manual should be directed to the author.
17. He will duly record your protests and make a concerted effort to answer any questions that are presented.